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Evaluated is the third year of an Elementary Basic Skills Program in Baltimore, Maryland, public schools, a project funded by the Elementary and Secondary Education Act, Title I. The aims of this compensatory and enrichment effort are discussed and the components of the project are described. Findings are presented separately for the 1967-68 school year and for the six-week 1968 summer session. The independent agency conducting the evaluation feels that the program can be given an overall positive rating. However, the document presents such negative findings as the insufficiency of resources to meet the educational problems of disadvantaged children, lack of definition of pupil needs and operational objectives, and the absence of sufficient allocations for program planning and development. For other evaluations in this series see UD 007 956, 007 957, and 007 958. (NH)

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# Evaluation of
# ESEA Title I Project for Fiscal Year 1968

# ELEMENTARY BASIC SKILLS PROGRAM FOR DISADVANTAGED

School Year 1967-68 and Summer 1968

of the

BALTIMORE CITY PUBLIC SCHOOLS
3 East 25th Street
Baltimore, Maryland 21218

October , 1968

Performed under contract by

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# TABLE OF CONTENTS

Page

I INTRODUCTION 1

II OBJECTIVES OF THE PROJECT 3

- Regular School Year Title I Project 3
- Summer School Project 5
- Summer Art Program 8
- Summer Social Work Service 9
- Summer Physical Education Program 10
- Summer Programs of Individual Schools 10
- Expected Limitations 10

III DESCRIPTION OF THE PROJECT 11

- Allocation of Funds 11
- Populations Served 13
- Specific Activities, School Year 1967-68 14
- Specific Activities in the Summer Program, 1968 21

IV METHODOLOGICAL AND STATISTICAL CONSIDERATIONS 28

- Some Conceptual Problems 28
- The Evaluation Approach to the Program for the School Year 1967-68 33
- The Evaluation Approach to the Summer Program 36

V EVALUATION PROCEDURES 37

- School Year 1967-68 37
- Summer 1968 38

VI FINDINGS 41

- The School Year 1967-68 41
    - General Assessment as Seen by the Teachers 41
    - Values of the Program as Seen by Directors, Principals, and Supervisors 48
    - Needed Improvements 51
    - Pupils and Achievement 53
    - Related Factors 67

## TABLE OF CONTENTS (Continued)

Page

The Summer 1968 72
The Impact on Pupils as Seen by Pupils 72
Features and Outcomes as Seen by Teachers and Administrators 74
The Reading Orientation 78
Pupil Selection for the Summer Program 80
Organization and Planning 81
Professional Personnel 82
Facilities, Materials, Equipment, and Supporting Staff 84
Special Programs 85
Educational Television 87
Gaps and Shortcomings in the Summer Program 90

VII RECOMMENDATIONS AND SUGGESTIONS 94

Evidences of Effectiveness 94
The Base for Increasing Effectiveness 96
Pinpointing Pupil Needs 98

VIII EVALUATION STAFF LIST 105

APPENDIX

Principal's Interview, Title I ESEA Schools

Teacher Checklist

My Home And Me

My Class And Me

Baltimore Principal's Interview Schedule

Summer 1968 – Teacher Evaluation Report

Baltimore Summer Pupil Interview Schedule

ESEA, Title I Sample Transcription Sheet

# TABLES

Page

1. Allocation of ESEA Title I Funds to Public Elementary Schools for School Year 1967-68 and Summer 1968 12

2. Allocation of ESEA Title I Funds to 21 Non-Public Schools, School Year 1967-68 15

3. Grade 1-6, Net Roll by Race, September 29, 1967 and Sample Number of Pupils and Teachers, Twenty-five Sample ESEA Schools 39

4. Grade 1-6, Net Roll by Race, September 29, 1967 and Sample Number of Pupils and Teachers, Twenty-five Sample Control Schools 40

5. Ratings of Teachers on ESEA Title I Elementary Basic Skills Program, 1967-68 School Year 42

6. Percentage Distribution, Average and Rank of Six Items of Teachers' Ratings on ESEA Title I Elementary Basic Skills Program, 1967-68 School Year 44

7. Comparison of ESEA and Control Teachers on Percentage of Good to Excellent Ratings on Services 45

8. Unadjusted Comparison of ESEA and Control Schools on Measures from Sample Pupils and Teachers 54

9. Comparison of Third-Grade ESEA and Control Schools on Reading Average 57

10. Analysis of Covariance, Third-Grade Reading Average Against I.Q. 58

11. Comparison of Sample ESEA and Control Schools on Third-Grade Reading Averages Compared to Expectation Based on I.Q. 59

## TABLES (Continued)

Page

12. Fifth-Grade Reading Achievement Average and Two Factors Affecting Reading in ESEA and Control Schools 61

13. Comparison of Fifth-Grade Pupils in ESEA and Control Schools on Reading Achievement 62

14. Analysis of Covariance, Fifth-Grade Reading Average Against I.Q. and Home Background 63

15. Comparison of Fifth-Grade Pupils in ESEA and Control Schools on "Self and School" Measure 65

16. Analysis of Covariance, Fifth-Grade Pupils on "My Class and Me" Against I.Q. and Home Background 66

17. Summary of Intercorrelations Grade 3 ESEA and Control, Grade 5 ESEA and Control 68

18. Opinions of 108 Teachers as to Two Possible Effects of the Summer Program 76

19. Responses of 16 Principals to Open-End Question on Outcomes and Accomplishments of Summer Program 77

20. Classes Reported Listening Regularly to Summer ETV Programs - Random Sample of 108 Teachers from 36 Schools 88

21. Teachers' Evaluation of "Searching for A Star" Program - Random Sample of 108 Teachers from 36 Schools 89

22. Difference Between Reading Achievement Level and Expectation on Basis of I.Q. and Home Background, Sample Fifth-Grade Pupils in ESEA and Control Schools 99

## DIAGRAMS

Page

Interaction of Environment, Structure, Process And Product In An Educational System 30

Ratings of 108 Teachers on Effectiveness of Two Summer School Objectives (following page 76)

Comparison of Fifth-Grade ESEA and Control Pupils on Distribution of Reading Achievement versus Expectation Based on I.Q. and Home Background 100

# CHAPTER I

# INTRODUCTION

This document is a report of an evaluation of one of the major components of the Elementary and Secondary Education Act, Title I Program in the Baltimore City Public Schools. The school year 1967-68 represents the third year in which this Federally financed program has been available to the Baltimore City Public Schools. Title I activities are directed toward the special needs of educationally deprived children where there are concentrations of low-income families.

The particular component under consideration here for the year 1967-68 and for the summer of 1968 is the Elementary Basic Skills Program. This program is one which emphasizes competency in reading and the language arts and instruction in mathematics with emphasis on those children from low-income families who show educational retardation that can be attributed to deprivation.

This does not include an evaluation of some related Title I projects such as that dealing with "Early Admissions" project and the "Parent Involvement" project. Separate evaluation reports are to be prepared by other organizations for these related components.

Though this evaluation is intended to cover activities of the school year 1967-68 and the summer of 1968, it is obvious that the contributions of the Federal funds to the objectives of the project are cumulative so that, in a sense, this evaluation includes influences of services provided in previous years which cannot be separated from the specific activities which have taken place during the present year.

The last previous evaluation which reviewed the Elementary Basic Skills Program up through the summer of 1967 is the bench mark from which the current review begins.[1] As has been documented in the aforementioned evaluation, Baltimore is a city in transition, facing problems of urban decay, as is true of most of the larger cities in the United States. The school system in the City of Baltimore has been aware of the many problems of the "inner-city" education. The Federal financial assistance is directed toward this end.

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[1] Scientific Resources, Inc., Evaluation - Selected Components, Title I Program, Baltimore City Public Schools. pp. 10 - 71.

## CHAPTER II

## OBJECTIVES OF THE PROJECT

The original intent of the Elementary and Secondary Education Act of 1965 was "To strengthen and improve educational quality and educational opportunities in the Nation's elementary and secondary schools." Title I provided for "Financial assistance to local educational agencies for the education of children of low-income families and extension of Public Law 874 (relating to Federal assistance for areas affected by Federal activities)." Section 201 of Title I specifies further,

> "In recognition of the special educational needs of children of low-income families and the impact that concentrations of low-income families have on the ability of local educational agencies to support adequate educational programs, the Congress hereby declares it to be the policy of the United States to provide financial assistance...to local educational agencies serving areas with concentrations of children from low-income families to expand and improve their educational programs by various means...which contribute particularly to meeting the special educational needs of educationally deprived children." [1]

Programs are expected to be "of sufficient size, scope, and quality to give reasonable promise of substantial progress toward meeting those needs." [2]

### Regular School Year Title I Project

The general objective of the Baltimore Elementary Basic Skills project, derived from the underlying Public Law 89-10, was "to increase basic reading, language and mathematic abilities among pupils, Grades Kindergarten - 6, in schools in these deprived areas of Baltimore City," after it was determined that "pupils attending schools in the deprived areas of Baltimore City read and compute at a level well below national and local norms." [3]

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[1] P.L. 89-10, Sec. 201.
[2] ESEA, Title I, Sec. 205 (a) (1) (B), p.4.

Such related significant factors, important in themselves and also contributing to the attainment of direct educational goals, such as positive attitudes towards education, good physical and emotional health, a realistic and positive self-concept, and higher cultural standards, were seen by the planners of the project as being capable of enhancement through "effective program planning in the content areas and through various enrichment opportunities for the purpose of cultural development."

Specifically, the goals of increased ability to understand what is read and heard, increased vocabulary, development of skills in reading (with concomitant growth in appreciation of literature and extension of ideas and concepts through reading), and increased ability to communicate orally and in writing, were set forth. In order to attain these goals, it was determined that the following special educational activities and services should be instituted in the participating schools:

- "Emphasizing language development in Kindergarten and Early Primary Level Classes
- Providing rich and effective language experiences at all levels through concentration on special needs in the skill areas, such as speaking, listening, vocabulary development, phonic skills, reading comprehension, spelling and writing
- Expanding instruction in small groups through the services of instructional assistants and supplementary reading teachers
- Increasing quantity and quality of instructional materials and equipment
- Extending health services for children with physical needs that impede learning

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[3] Baltimore City Public Schools. ESEA-Title I, Elementary Basic Skills Project. (Mimeo), Par. 13 B.

- Planning professional development activities for teachers aimed toward improved instruction —
- Paying tuition fees for a limited number of teachers who attend approved courses in the curriculum area of language skills for disadvantaged children
- Providing per diem substitutes for teachers involved in in-service activities while school is in session." [4]

The problems inherent in the teaching of elementary mathematics were seen to be different from those in language and reading development. The incorporation of the "New Math" into elementary school programs had posed problems for teachers not familiar with the newer arithmetic concepts. It was important that the children become aware of the new basic learnings but also that they have accurate computation skill in addition, subtraction, division, and multiplication. Consequently, the elementary mathematics project for Title I had as its major thrust teacher education in this field.

## Summer School Project

The goals of the 1968 summer school project were necessarily limited by the length of the session, six weeks. Entitled "Increasing Competence in Reading through Language Experiences and Cultural Enrichment Opportunities," this project was planned to carry forward the general objectives of the regular school year Elementary Basic Skills project, with some changes in emphasis and allowing a great deal of freedom to each of the schools participating, as well as an opportunity for innovation in programs to meet the needs of the school population.

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[4] Ibid., pp. 1-2.

Each school was asked to:

"1. Strive to improve the language competence of each child

2. Help develop in each child a positive self-concept

3. Promote a wholesome attitude toward school

4. Provide at least sixty minutes of specific instruction daily in the reading skills

5. Provide an additional sixty minutes of language instruction daily in listening, speaking, and writing

6. Integrate cultural activities into the total program" [5]

Specific project objectives, related to characteristics of educationally deprived children, were listed as follows:

Achievement

To improve performance as measured by standardized achievement tests

To improve classroom performance in reading at least to grade level

Ability

To improve performance as measured by standardized tests of intellectual ability

To improve children's verbal functioning ability

To improve children's non-verbal functioning ability

Attitudes

To improve the children's self-image

To change (in a positive direction) their attitudes toward school and education

To increase their expectation of success in school

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[5] Baltimore City Public Schools. Summer School Objectives, (Mimeo).

## Behavior

To improve the children's average daily attendance

To improve the holding power of the schools (to decrease the dropout rate)

To reduce the rate and severity of disciplinary problems

To improve and increase the children's attention span

## Conditions Related to Learning

To improve the physical health of the children

To improve the nutritional health of the children

To improve the children's emotional and social stability and/or that of their families

To provide adequate clothing for the children

To provide cultural enrichment opportunities

To provide emergency health care needs such as eyeglasses, hearing aids, and the like

Additional specific objectives were delineated as those in which each child:

a. increases his ability to understand what he reads

b. increases his vocabulary through conversation, discussion, story-telling, and dramatics, and also through the development of phonetic skills

c. develops abilities necessary for reading a variety of materials thereby growing in his appreciation of good literature and in his ability to obtain needed information from books

d. increases his oral and written skills in English expression thereby enabling him to participate in educationally enriching experiences and to become adequate in the communication needs of daily living.

A total language arts curriculum was projected as the method of reaching these goals, including culturally enriching experiences, in the expectation that interests would be aroused in the children creating greater motivation towards learning.

A project entitled "Parent-Involvement," related to the Title I studies was planned; evaluation of that project is not within the scope of the present evaluation. In addition, the summer school project placed some emphasis on making approaches towards increased community participation.

Development of teachers who are better prepared to work with inner-city youth was listed as a subsidiary goal, as well as development of better curriculum materials oriented to Baltimore's needs.

## Summer Art Program

The summer art program general objective was "to provide children with enriching, meaningful summer school art experiences, different from our regular school program." Specific objectives listed for this program were:

- To stimulate the child to acquire new art interests
- To develop the enjoyment and understanding of the visual arts
- To develop power of observation and perception
- To develop visual and tactile sensitivity
- To encourage critical thinking and problem solving
- To help the child develop a healthy self-image through respect for his own creative efforts
- To encourage constructive use of leisure time

The outline of this program noted that the "art activities will not be related to the other curriculum areas."

## Summer Social Work Service

This service of the Baltimore City Schools was oriented, for the summer program, towards providing "on-going service (so that) the preventive and remedial goals of the program (may be) realized." Because there was an expectation that some parents and children would feel so overwhelmed that the summer program would not be effective, the social work service outlined specific objectives which would facilitate the learning experience of the summer. These included help in creating support for and reinforcement of conditions required for effective learning; help in making families aware of available community resources, and in organizing themselves to use their own resources with their neighbors; direct help to child and parent should there be difficulty relative to the program, and in general to provide social work services to the school, child, family,and staff.

## Summer Physical Education Program

Development and improvement of communication skills, emotional growth through self-expression, physical skills and body movement, and social efficiency and personal competence for group membership were anticipated as outcomes of the summer physical education program. The purpose of this segment was seen to be integrated with general objectives of the total program.

## Summer Programs of Individual Schools

Based on the stated general objectives of the Title I mandate and the Baltimore City summer program, individual schools developed locally oriented programs. An example of this is the detailed summer program which School No. 88 constructed, which carried into each aspect of the day, for each group of classes, an explication of the overall goal. Local school staffs participated in devising these programs.

## Expected Limitations

With the recognition that improvement in reading and language is a long-range undertaking, it was not expected that the full and permanent attainment of the wide range of general and specific goals would be complete at the end of the project. Indirect and latent effects were expected to appear and be studied longitudinally in the future, and larger increments seen at such time.

# CHAPTER III

## DESCRIPTION OF THE PROJECT

The activities and services of the Elementary Basic Skills project, supported by ESEA Title I funds were many and varied. The financial contribution through the Federal program aggregated over one and one-half million dollars for the school year 1967-68 and almost two and one-half million dollars for the summer of 1968, a total of approximately four million dollars.

### Allocation of Funds

Some indication of what took place in the work of the project is available from the final budget allocation for the school year of 1967-68 and for the summer of 1968. This is summarized in Table 1. It is to be noted that the major allocation is to the budget item, "instruction." For the school year 1967-68, the bulk of the instruction allocation went to instructional salaries. This included salaries for librarians, specialists, classroom intern teachers, regular teachers, counselors, library aides, teacher aides, audio-visual technicians, instructional assistants, and secretarial personnel.

An item of just short of $100,000 was for instructional supplies and materials including educational equipment. One item consistent with the objectives of the project for the school year included, for cultural enrichment activities, $31,800 in the instruction account and $40,000 for transportation of pupils.

A fairly small item was allocated to pupil personnel services, consisting primarily of salaries for home visitors, special services assistants, etc. The health ser-

Table 1

## ALLOCATION OF ESEA TITLE I FUNDS TO PUBLIC ELEMENTARY SCHOOLS FOR SCHOOL YEAR 1967-68 AND SUMMER 1968

| Item | School year 1967-68 | Summer 1968 |
|---|---|---|
| Administration | $268,829 | $ 206,380 |
| Instruction | 918,252 | 1,280,819 |
| Pupil Personnel Services | 17,360 | 24,037 |
| Health Services | 89,757 | 40,542 |
| Transportation Services | 49,741 | 59,605 |
| Operation of Plant | 11,562 | 700 |
| Maintenance of Plant | 10,209 | 300 |
| Fixed Charges | 103,319 | 45,995 |
| Food Services | 55,000 | 167,340 |
| Community Services | 22,750 | 5,650 |
| Capital Outlay | ------ | 610,350 |
| Total | $1,546,779 | $2,441,718 |

vices item consisted primarily of contracted services for health aides, nurses,and part-time physicians. As indicated, the main part of the transportation item was transportation for cultural enrichment activities. The two remaining items of food services and community services are consistent with the objectives of the project; the latter item was primarily health and welfare services in the city schools selected for the project.

The major item of expenditure for the summer program was also instructional salaries, the big item being for salaries of teachers in the summer program. In addition, this item included salaries for specialists, principals, music teachers, art teachers, speech correction teachers, counselors, librarians, clerical aides, teaching aides, library aides, audio-visual technicians, etc. Included in the instructional account was an item of approximately $129,000 for educational supplies and an item of $193,000 which included funds for curriculum material development, pre-service costs for 500 teachers, in-service programs, tuitionships,and a cultural enrichment item of $37,000 which along with almost $50,000 for transportation provided funds for the cultural enrichment activities in the summer.

Minor allocations were made in the summer to operations and maintenance of plant. A sizable item, however, was the food services in connection with the summer program and the capital outlay item of $600,000 which was primarily for relocatable or portable classroom facilities.

## Populations Served

The Elementary Basic Skills project during the school year 1967-68 was concentrated in 64 schools largely in the "inner-city" of Baltimore. The total enrollment in these 64 ESEA Title I schools was approximately 49,000. Of this total there were an estimated 15,000 pupils identified as needing compensatory education. The enrollment in the summer program exceeded 10,000. There were 649 summer teachers including special teachers and other instructional personnel.

During the regular school year, provision was made for participation of children enrolled in non-public schools. A full-time representative of the non-public schools located in deprived areas assisted in providing for the exchange of materials, equipment, supplies, and certain personnel such as reading specialists, counselors, and supplementary teaching service teachers. The goal was to devote approximately six percent of the services of reading specialists, counselors, and supplementary teaching service teachers for the remediation and enrichment of the reading and related language arts difficulties of eligible non-public school children.

Funds were allocated to 21 non-public elementary schools during the school year 1967-68. The amounts by budget items are shown in Table 2. Here it may be seen that the bulk of the contribution to the non-public schools was for personnel. In the summer of 1968, an additional item of $2,146 was made available for tuition for 14 non-public school teachers to take summer college courses.

## Specific Activities, School Year 1967-68

Interviews with principals and elementary school Area directors and supervisors plus visits to schools and questionnaires to teachers in the winter program indicated a great variety of emphases attributable to the elementary school ESEA Title I project.

**Planned Activities.** As initially planned, the activities to be made possible

Table 2

## ALLOCATION OF ESEA TITLE I FUNDS TO 21 NON-PUBLIC ELEMENTARY SCHOOLS, SCHOOL YEAR 1967-68

| Item | Amount |
|---|---:|
| Equipment | $ 2,600 |
| Supplies | 1,125 |
| Clothing | 443 |
| In-service | 1,859 |
| Cultural Enrichment | 4,000 |
| Food | 3,300 |
| Health Department | 800 |
| Tuition | 3,568 |
| Personnel | 47,978 |
| Total | $65,673 |

with funds allocated to this project were as follows:

- Implementing plans for an institute with an outstanding authority in the field as consultant
- Planning and implementing a series of demonstration lessons with the purpose of illustrating those concepts of mathematics which meet the needs of the pupils concerned
- Providing per diem substitutes to cover classes of the teachers involved in in-service activities which must be held while school is in session
- Paying tuition fees for a limited number of teachers who avail themselves of approved courses, workshops, etc., in the area of "New Math"
- Supplying instructional materials especially prepared to aid children in gaining the math concepts
- Providing a specialist in this area of the curriculum who would be responsible for detailed planning and implementation of the program
- Services for safety of children, such as crossing guards before and after school
- Senior teachers for schools with an excessive number of inexperienced teachers
- Services to individuals to meet specific needs, such as food (for poverty cases), speech correction teachers, nurses, etc.
- Consultant services when needed for improved instruction
- Additional clerical help to aid in administration of the expanded programs
- Administrative services necessary in the project

In further support, hardware and software, such as filing cabinets, typewriters, controlled readers, overhead projectors, tape recorders, special instructional equipment, textbooks, testing materials, and teaching supplies, were to be made available.

Programs for Children. The principals perceived the main focus of Title I expenditures to have been on material supplies (although in fact it was not). Expanded cultural opportunities were provided. These included an enlarged city-wide music program, art exhibits (such as the Charles Center Arts Festival), museum trips, artists and performers brought to schools (and children to them), graphic arts displays and other events, and the necessary transportation. Trips to the Lyric theater, professional theater, children's theater, Center Stage, and ballet programs were specific cultural experiences provided.

There was increased direct as well as indirect attention given to reading and language skills. Directly, reading programs making use of ITA, the McCracken program (phonics- oriented), and the SRA Reading program, as well as additional individualized instruction periods and smaller reading programs were instituted in various Areas. In one Area, expansion of a school library allowed children to borrow books directly for the first time. Additional cooperation was elicited from the Enoch Pratt Library and its branches to provide reading materials related to the program.

Reading Centers were used in an effort to provide remediation for children who had poor reading skills despite high learning potential. Children with IQ's of 95 or higher were referred to the Centers. They were given complete diagnostic reading testing and analysis, as well as a physical examination. These 26 Centers were not limited to ESEA Title I schools. It was reported to the evaluation team that the school having the greatest need for such services was not an ESEA school. (In the previous year, 1966-67, there were 28 Centers.)

The Supplemental Teaching Service (STS) program differs from that of the Centers in that the 70 STS teachers involved work with slow learning (but not mentally retarded) children. These children, usually referred by the classroom teacher, are worked with in groups of 10-15. The special teacher has a room in each school and a daily schedule for the children involved. A systematic phonics program uses about a third of the special time, and two-thirds is used for work on comprehension skills. (In 1966-67, there were 76 teachers in STS.)

The STS corrective reading teachers have available to them the same equipment and materials which the other building teachers have; no additional materials or supplies have become available for the special use of these teachers.

In these two corrective reading programs, the Initial Teaching Alphabet (ITA) is not used although it is widely used elsewhere in the city; this is in order to prevent additional confusion to the students who return to traditional classes each day.

As part of the general reading emphasis, two of the six Administrative Areas reported reduction in class size in some schools. Tutoring, in cooperation with a local church, was instituted in one Area.

Indirect efforts toward improving reading and language arts were varied. One major focus was on health services, which were expanded in five of the six Areas, one of which paid particular attention to vision testing. Local community personnel as well as health specialists from such agencies and institutions as Johns Hopkins were integrated into the general school program.

Increased food services were supported by ESEA, in all Areas. The aim here was to reduce the malnutrition and overt hunger of these children so that they could learn more effectively. Breakfasts and lunches were included in various schools, as were snacks, since it was thought that hungry children have difficulty in concentrating.

Other efforts included teaching the kinds of simple mechanical skills involved in the use of such new equipment as tape recorders, with a concomitant sense of achievement expected. Other such techniques were used in order to foster independence and improve motivation.

Programs for Teachers. In-service training sessions, workshops, institutes, special professional meetings, and related projects were provided for all ESEA schools, although not all made use of or planned identical programs. Among the specific workshops offered in various Areas were language meetings, a Linguistics Institute, a Math Institute, series on Selected Teaching Skills (4 sessions), Social Studies (6 sessions), Literature as part of Language Arts (2 sessions), and a series of 4 sessions aimed at providing "an in-depth understanding of the teacher's role in organizing and guiding an effective reading program."

A different approach was used in some Areas, where teachers were encouraged to take graduate or undergraduate courses, such as educational psychology, in which they could study more effectively how children learn, what learning is, and how to help establish learning situations in the classrooms. These practical courses, some for academic credit, were in some cases paid for by the teachers, who were reimbursed upon satisfactory completion. In other cases, the tuition for workshops and other educational meetings was paid directly from Title I funds.

In order to facilitate attendance at in-service training sessions, paid substitutes were provided to cover classes; for example, to allow teachers to attend a 4-session series in Area A, $680 was alloted to cover substitutes for 4 half-days. The released time for teachers also allowed some to attend professional meetings.

A specialized training area offered in some schools dealt with the handling of the new audio-visual and other equipment, so that teachers could operate the various machines without giving undue attention to them while teaching.

Leadership development was undertaken in one Area. Demonstration lessons were offered in some Areas, as well as "micro-teaching."

Other Teacher Programs. Team teaching was instituted in a number of schools. With more flexible groupings, and by making use of the aides provided, teachers were enabled to work with smaller groups and even with individuals.

Some additional compensation for extra work became available in one Area.

Programs with and for Parents and Community. Programs aimed at improving school-community relationships, as well as increasing parental understanding of the schools and their problems, were varied. Some Areas placed relatively heavy emphasis upon these,and some simply continued existing practices.

In all cases emergency welfare services (partly funded through ESEA) were available. These included provision of food and clothing where the need was urgent. One Area extended health services to the families of children in its schools, and elsewhere families became involved in such services because of the increased contact with health personnel who were in contact with their children.

There was extra attention given to increasing communication with families. This came about through such activities as publishing open letters to parents, more written communications to parents, invitations to parents to attend all school functions, such as assemblies, the organization of gatherings and even tours for parents, and similar efforts. Recreational opportunities were provided in some Areas. The use of parents as aides was instituted in some schools and continued or expanded in others.

Services for parents were organized. For example, consumer education programs, focused on helping parents become wiser and more effective in their purchases, were instituted in one Area. Parents were actively encouraged to participate in housing development organizations and other community groups, with the school functioning as a catalyst in increasing these activities. There was help given (sometimes via VISTA) so that parents could organize themselves, make better use of available community services, and learn about services of which they were previously unaware. The use of their own resources was discussed in parent meetings.

Parents were encouraged to bring their children to school, and were educated regarding the usefulness of schooling for the children and for the community at large. In general, there were attempts to increase parent involvement. While some of the attempts and programs had already been going on previously, most Areas reported that new or expanded programs were initiated under ESEA.

## Specific Activities in the Summer Program, 1968

Of the 51 schools in the summer program, 15 were engaged in Early Admissions, not the subject of this evaluation. The population of the remaining elementary schools was composed either almost entirely of pupils attending that school during the regular school year or, in addition to these pupils, some who were enrolled from designated ESEA feeder schools. Some schools had a few pupils from non-public schools. Each school or feeder school was given a pupil quota. Letters were to be sent to all of the homes of the pupils in the schools eligible, informing the home of the child's eligibility to attend. If the number of applicants exceeded the school's quota, the school decided which pupils would attend; and the remainder were placed on a waiting list and were enrolled if a vacancy developed. Most of the 36 schools enrolled pupils who were in grades K-5 during the past school year, although not all schools had fourth-or fifth-graders.

Summer Orientation Program. Provisions were made for elementary staff members who would be working in the summer program to attend a series of four meetings on May 28, June 4, 11, and 13, from 4:00 P.M. to 8:00 P.M., at Western Senior High School. Ten-month personnel attending the meetings received compensation; other professionals received compensatory time. All received free dinners in the school cafeteria. The total number of professional staff who attended the meetings consisted of 807 ten-month personnel and 137 twelve-month personnel. The total amount budgeted for these sessions was $40,854.

The purpose of these meetings was to serve as an in-service opportunity for staff to review goals and objectives of the program; to acquire further knowledge and insight into characteristics and needs of pupils; to become acquainted with necessary routines; to become familiar with equipment, materials of instruction, and resources; and to meet and plan programs of instruction for specific schools.

Program Essentials. The plan for the summer program provided for features as follows:

- Classes to be considerably smaller than those in the ten-month program, with no more than 20-24 per unit
- Teachers with skill in the development of language skills to be sought for the program
- Aides to be available for many of the non-instructional duties of teachers
- The quantity and quality of instructional materials and equipment to be increased
- Library materials to be available and utilized
- Art, music, and physical education instruction to be included in the program as means of adding interest, as additional modes of expression, and as general enrichment to the language objectives

- A mid-morning snack of sandwich, milk or juice, and cookies to be provided

- Cultural enrichment activities in music, dramatics, tours of places of interest, etc. to be included in the program for background, as well as items to talk, read, and write about

- Where an individual school's program has need for them, the services of counselors, social workers, home visitors, and speech therapists to be available

- Crossing guards to be on duty before and after each daily session

- Emergency needs of children for clothing, eyeglasses, and the like to be met

- Each school to have the opportunity to plan a program for the specific group of children who will attend that school (this implied variation in programs)

- The planning committee working under the guidance of the Area director to consist of: the principals and vice-principals of the schools the children attend during the ten-month session; the supervisor, specialist or vice-principal who will serve as the instructional consultant for the school; the head teacher who will be assigned for the summer session as the administrator for the school; and parents of children in the program

- The program to strive to help the children improve their self-image through a variety of activites encouraging self-expression, physical skills, wholesome recreational pursuits, and cultural enrichment experiences

Personnel. Each school had a summer principal, curriculum coordinator, librarian, music teacher, art teacher, physical education teacher, home visitor, counselor or social worker, classroom teachers, and a secretary. At times a teacher was not given a regular class but served in a special capacity as dictated by a special program. Most schools had a part-time speech teacher. One aide was assigned for approximately every four teachers. There were library aides, teacher aides, secretarial aides,and instructional aides.

*Class Organization.* Each school had the option of deciding how the classes would be organized within the school. Consequently, the basis for class organization varied not only from school to school but even within a school. The basis for grouping was either one or more of the following factors: reading level; age; grade; sex; interest; special curriculum; ability. Reading level by itself or coupled with age was the most frequently used basis for class organization. In many schools team teaching was carried on with some of the teachers.

*Instructional Methods and Materials.* Although the individual schools were given considerable freedom in deciding what their programs would be, they were urged to try approaches to reading other than the approach most commonly found during the regular school year - two or three groups using basal readers. They were urged to use approaches that integrated or correlated all the language skills. Teachers were also encouraged to use individualized approaches. Some of the materials and equipment used included the following:

Peabody Language Laboratory
Paper Back Library
Nickey Books and Tapes
First Talking Alphabet
Controlled Reader
Uncle Funny Bunny Books and Tapes
S.R.A. Kits
Story Boards
Tell-Again Story Cards
Sights and Sounds
Readiness Skillstarters
Economy Press
Newspaper
Reading Round Tables
Open Highway Program
Young Owl Series
ITA
Laidlaw Urban Reading Series
Merrill Phonics Skilltapes
Purrucher Plan
Reading Spectrum
Listen and Do Series
Linguistic Readers
McCracken Readers
Phonics We Use
Language Masters
Tape Recorders
Listening Posts
Building Language Usage Power Records
Weekly Readers
Primer Typewriters
Record Players
Little Owl Series
Monolakes Reading

Special Programs. Following are some examples of special programs in some of the schools:

- Language laboratory in which materials and equipment for language learning were housed. Pupils were to learn independently in the laboratory
- Extended school day - activities of interest to the pupils held after the regular school day ended
- Interest clubs (subject matter areas, sports, or hobbies)
- Community relations program
- All boys' or all girls' classes with a program geared toward their interests
- Class of all boys with behavioral problems
- Dramatics workshop
- Approaching reading through science
- One week with no writing to encourage speaking
- "Shake Hands with Shakespeare" - activities centered around works of Shakespeare
- Language skills centered around employment
- Language skills centered around survival
- Special program for speech therapy and speech correction

Educational Television. Two television programs were available to the schools over the regular commercial channels. They were Searching for a Star which was aimed at speech improvement, and The Black American in History.

Art, Music, and Physical Education. Each school was assigned a full-time teacher for art, music, and physical education. The Division of Art Education requested that its teachers teach four classes daily for the first three weeks and then four different classes daily during the second three weeks. Grades 3, 4, and 5 were preferred. The art periods were to be fifty minutes in length. The Division of Music Education suggested daily twenty-to-thirty-minute periods for six to eight classes for six weeks. The Division of Physical Education requested that the physical education teacher teach the same six classes daily for six weeks in thirty-minute periods and that preference be given to the youngest pupils. Since the number of classes within a school varied, although each school had one art, music, and physical education teacher, some classes received the services of all three and some received the services of only one.

Cultural Activities and Trips. Plans were made to bring groups to the individual schools as well as to take children to cultural activities. Trips were also taken to broaden the pupil's experiential backgrounds. Examples of places visited include the following:

Painter's Mill (Theater)
Fort McHenry
Airport
Department store
Supermarket
Parks
Sawmill
Stores of various types
Factories
Neighborhood walks
Baltimore Museum of Art
Walters Art Gallery
Enoch Pratt Library
Baltimore and Ohio Museum
Baltimore Zoo
Academy of Science
Cylburn Wildflower Preserve
Lockhaven Filtration Plant
Maryland Department of Game and Inland Fish
McCormick Tea House
WEBB Radio Station
Afro-American Building (Newspaper)
Harbor
Creamery
Police station
Police stable
Courts
Morgan State College
City Hall
Water Bureau
Telephone Company
Transit Company
Post Office
Fishing trip

Parent Involvement. In addition to a specific project entitled "Parent-Involvement" and not the subject of this report, the original plan for the Summer

Elementary Reading Program called for involving the parents in planning the programs at the various schools. Parents were invited to go on trips with the classes, to attend programs held in the auditorium, and to assist in the classrooms with the regular program as well as with special activities and clubs. In addition, the social workers and counselors sponsored parent groups that had various activities according to the interest of the group. One group was investigating ways to help their children's progress in school. Another group was concerned with consumer education.

# CHAPTER IV

# METHODOLOGICAL AND STATISTICAL CONSIDERATIONS

From the foregoing, it is evident that the operation of the ESEA Title I program in the Baltimore City Public Schools over the past three years has been multifaceted. The present evaluation team views the program for the school year 1967-68 and the summer program for 1968 as a part of the sequence of influences which have been brought about by the ESEA program and thus, in a sense, two units which should be viewed as part of one package. This is consistent with the position of the school system in its original plans for this year's project in which it was stated that the full and more permanent attainment of specific objectives is not expected at the end of this year's project. The original plans for evaluation refer also to the possibility that larger increments resulting from latent effects are to be measured in a longitudinal study.

For various reasons, it was found necessary to attack the two projects - that is, the 1967-68 program and the summer 1968 program - independently.

## Some Conceptual Problems

Many evaluations of Title I projects, particularly those in the early years of the ESEA program, were unidimensional and conceptually lacking so as to oversimplify the evaluation requirement. The current evaluation team has attempted to recognize the complexity of the requirement. This is partly because of the diffuse and varied nature of this elementary program, as is evident from previous chapters on objectives and description of the project. This in a sense means that the conception of the project in the Baltimore CitySchools has been comprehensive in scope, which is a much more appropriate view of the task of Title I in the elementary schools than concentration on one single target as, for instance, more and more instruction in some narrow cognitive area such as reading.

The current team has therefore viewed the realm of the evaluation task in complex terms. The accompanying diagram is one indicating the many influences, behaviors, and other variables that are part of what must be taken into account in evaluating a program such as this.

A suggestion of the many pertinent considerations included in these components is included in the following:

Teacher Variables

- Attitudes
- Interests
- Abilities
- Training factors

Structure Variables

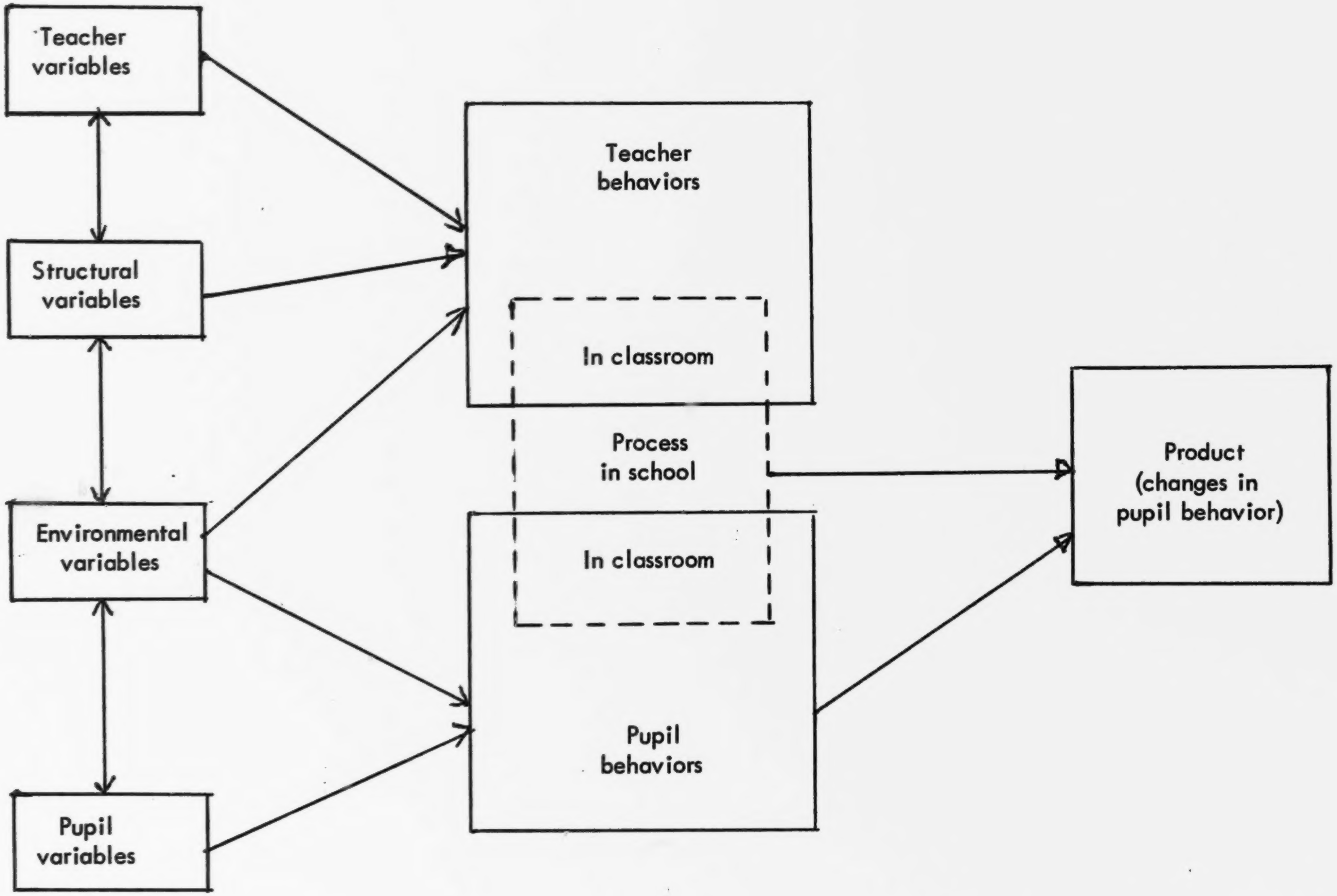
- Administrative system
- Organization
- Physical facilities
- Support staff
- Information processing facilities
- Communications

Environmental Variables

- School location
- Neighborhood characteristics
- Total cultural impact

Pupil Variables

- Attitudes
- Interests
- Abilities
- Etc.


Teacher variables
Structural variables
Environmental variables
Pupil variables
Teacher behaviors
In classroom
Process in school
In classroom
Pupil behaviors
Product (changes in pupil behavior)

INTERACTION OF ENVIRONMENT, STRUCTURE, PROCESS AND PRODUCT IN AN EDUCATIONAL SYSTEM

Teacher Behaviors

- In community
- In extracurricular school activities
- In classroom

Pupil Behaviors

- In classroom
- Out of classroom

Process in School

- Pupil-teacher interaction
- Pupil-pupil interaction
- Special staff interaction
- Special experiences

Product (changes in pupil behavior)

- In subject matter knowledge
- In social skills
- In appreciations
- In attitudes
- In concepts of self
- In concepts of learning and school

Without doubt, some such comprehensive conceptualization is required in the evaluation of a Title I program. However, this imposes upon the evaluators a scope in the undertaking which is hardly feasible to follow through in a restricted period of time and with some of the limitations which will be noted below that are inevitable in the early stages of introducing new programs.

Despite limitations, a broad conceptualization is considered to be important. This is substantiated by the most sophisticated research which is emerging on the education of the disadvantaged. Our current knowledge about the "disadvantaged" makes it clear that it is not easy to define the "disadvantaged," nor is it easy to determine the effects of particular compensatory programs or interventions in bringing about desired educational effects for such individuals.[1]

The concept embodied in the Elementary and Secondary Education Act itself implies determining "effectiveness in improving the educational attainment of the educationally deprived children." There is the need, therefore, of determining what constitutes "effectiveness," determining what constitutes "improvement," and moreover identifying the "educationally deprived child." These are not easily determined. "Effectiveness," for example, can be determined by subjective feelings on the part of those who are familiar with the program as to whether or not children have benefited from their experiences, or it can be derived on the basis of statistically significant gains in objective measures.

When it comes to determining "improvement," there are many courses of action, some of which can be defended better than others. The problem is exemplified by some of the following considerations.[2]

> Are the stated objectives amenable to qualification and measurement?
>
> If so, do instruments exist for this measurement?
>
> Are the time spans adequate to detect measurable changes with available instruments?
>
> Can the contribution or effects of the Title I activities be "partialled out" from the usual and normal aspects of the educational operation and from other environmental influences?

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[1] See for example Stodolsky, Susan S. and Lesser, Gerald. "Learning Patterns in the Disadvantaged." Harvard Educational Review. 37:546-93, Fall, 1967; and Deutsch, Martin and Associates. The Disadvantaged Child. New York: Basic Books, Inc., 1967, p. 400.

[2] Miller, W. G. The State Level Problems Associated with Assessment of the Impact of Title I. Tampa, Florida, Computer Research Center, University of South Florida (mimeo) 1967.

Are comparison groups, norms, or other standards available for appropriate judgment of the measurement results?

Can data from different schools with several project objectives be used for comparison purposes or combined for analyses?

Reviews of other evaluations of Title I projects indicate weaknesses either because only one dimension is considered without regard for the complex of variables, or the emphasis is upon impressionistic information to the exclusion of "hard data," or analyses are made simply upon achievement test scores compared to questionable norms as standards on a group basis without taking into account impact on individual pupils as individual pupils.3/

A comprehensive evaluation plan consistent with a full recognition of the complexity and scope of adequate evaluation is not easy to attain. The current team had the comprehensive perspective in mind, and in so doing was in a position to recognize such limitations as inevitably exist in evaluations such as this. The approach will involve compromises because of limitations which could not be overcome. The evaluations, as indicated in the school system's proposal for the project, will look for effectiveness on the basis both of objective and of subjective measures.

## The Evaluation Approach to the Program for the School Year 1967-68

The evaluation team would have been much happier with its tasks had it been possible to have used a "pretest-posttest, control-group" design. This would have permitted observations of gains of pupils in the ESEA Title I program over a period of time with some basis for judging the significance of these gains. This was

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3/ Stufflebeam, Daniel L. Evaluation As Enlightenment for Decision-Making. Washington, D. C. The Association for Supervision and Curriculum Development, (mimeo) 1968.

not possible for several reasons.

One of these is the great diversity of the Title I services. This makes it difficult to isolate and identify the impact. Approximately one and one-half million dollars worth of services during the year is a very small percentage of the total educational environment provided by the schools involved. It is estimated that the schools in the 1967-68 elementary program represented a total non-Federal budget of approximately 30 million dollars. In other words, the Title I project is, in a sense, merely a supplement to the educational efforts already going on in the school system.

Another difficulty is the fact that complications with the October testing for the ESEA Title I schools prevented availability of results by the end of the school year. Presumably, the special testing in October of this year (the Otis-Lennon Intelligence Test and Iowa Test of Basic Skills) for elementary school pupils will serve as a bench mark for evaluation next year. Since this testing program was not carried on in schools other than in the ESEA schools, it would not have been possible to develop control schools and/or control classes and pupils. Added to this was the fact that the evaluation team was not under contract in time on the project to arrange for posttesting. The evaluation process got under way near the end of the school year in late spring at a time when there were many pressures upon schools for evaluation and other matters which made this difficult.

Therefore, in lieu of this, the evaluation team attempted a design which is at least better than a simple ex post facto or "one-shot case study." Since pretest-posttest was out of the question in either control or experimental groups, the city-wide testing was made use of for a "static-group comparison design." [4] This course of action was thought desirable partly as setting the stage for more sophisticated evaluation design for future years which could take into account the longitudinal aspect. Therefore, depending upon the Kuhlmann-Anderson Intelligence Test and the Metropolitan Achievement Tests available in the third grade, and the Lorge-Thorndike Intelligence Tests and the Stanford Reading and Arithmetic Tests used in the fifth grade city-wide program, the team drew a random sample of the ESEA elementary schools and a random sample of schools not in the ESEA program. From the sample schools, a random sample of one-tenth of all third-grade pupils and fifth-grade pupils was taken for purposes of comparing the "ESEA" schools and "Control" schools.

It is to be recognized that this is a "static-group" comparison which as such is considered better than a "one-shot case study." The overall perspective of the evaluation was not restricted to the limited information from the city-wide achievement tests. Measures on several independent variables were derived from pupils and teachers in these schools. A look at the structure and subjective information was derived from those close to the program through conferences and interviews with elementary school Area directors and supervisors, and interviews with principals of ESEA elementary schools. Pertinent statistics were derived on such elements as class size and information about teachers including their judgments about programs. A supplementary independent variable of importance in such analysis was used with fifth-grade pupils to measure socio-economic backgrounds of pupils. In an attempt to get at pupils' attitudes towards schools, an instrument was administered to the sample pupils.

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[4] See Campbell, Donald T. and Stanley, Julian C. "Experimental and Quasi-Experimental Designs for Research on Teaching" in Gage, L.L., Ed., Handbook of Research on Teaching. Skokie, Ill., Rand McNally, 1963, Chapter 5; and Kerlinger, Fred N. Foundations of Behavioral Research. N.Y., Holt, Rinehart and Winston Inc., 1964, pp. 275-321.

## The Evaluation Approach to the Summer Program

The three major components of the evaluation of the summer program were: pupil interviews, teacher questionnaries, and visits to schools including observations and interviews with principals. Pupil interviews were conducted with 180 pupils drawn at random at the rate of 9 each from a random sample of 20 schools in the summer program. Teacher questionnaires were administered by the evaluation staff to a sample of three teachers from each of the 36 summer ESEA elementary schools. Scheduled interviews with principals and observations in schools and classes were held with a random sample of 16 of the 36 schools. Special arrangements were made for assessing specialized activities in the summer program such as the orientation session, the summer workshop, and the special summer TV programs on oral English.

# CHAPTER V

## EVALUATION PROCEDURES

Some notions of the evaluation procedures are implied by the discussion in the previous chapter. In brief, the specific undertakings for evaluation of this program were the following:

School Year 1967-68

- Conferences and interviews with selected administrative personnel and specialists
- Six conferences for interviewing elementary school Area directors and supervisors
- Interviews with 17 ESEA elementary school principals
- Administration of Teacher Checklist [1] (see Appendix), to 82 third-grade teachers in ESEA schools, 74 fifth-grade teachers in ESEA schools, 84 third-grade teachers in Control schools, 78 fifth-grade teachers in Control schools
- The administration of a socio-economic inventory, My Home and Me (see Appendix), to 205 fifth-grade ESEA pupils, 236 fifth-grade Control pupils
- A pupil attitude inventory, My Class and Me [2] (see Appendix), to 259 third-grade ESEA pupils, 205 fifth-grade ESEA pupils, 264 third-grade Control pupils, 236 fifth-grade Control pupils

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[1] The "morale" part of this instrument is based upon the work of John M. Crothers, Director, University of Tennessee - Memphis State University, Center of Advanced Graduate Study, Memphis State University in Memphis City Schools, Research Monograph, Vol. 1., No. 3., Dec. 1967.

[2] Based upon material in Fox, David J. Expansion of the More Effective School Program, N.Y.: The Center for Urban Education, Sept. 1967, Appendix B.

- Transcribed from records from the city-wide testing program Kuhlmann-Anderson Intelligence Test data and Metropolitan Reading and Arithmetic average scores for 242 third-grade ESEA pupils and 251 third-grade Control pupils; also transcribed Lorge-Thorndike Intelligence Test and Stanford Achievement Reading and Arithmetic average scores for 168 fifth-grade ESEA pupils and 213 fifth-grade Control pupils

- For ESEA and Control pupils a transcription sheet was prepared on which was entered data concerning pupils based on the above information and variables extracted from teacher questionnaires. This transcription sheet was then used as a basis for entering information for use in a computer program which yielded a 13 by 13 intercorrelation matrix relating each of the 13 variables to the 12 others

- Unadjusted tests of significance of differences were made comparing ESEA schools and Control schools on the above

- A special covariance analysis comparing ESEA and Control schools was undertaken with reading achievement as a dependent variable with IQ and home background as control or independent variables

- A covariance analysis was made of pupil attitudes (My Class and Me) as a dependent variable comparing ESEA and Control fifth-grade pupils, partialling out IQ and home background information

The population included in the experimental-control design is summarized in Tables 3 and 4.

### Summer 1968

Aside from observations, attendance at orientation conferences, and analysis of evaluations derived from data assembled in schools, the evaluation procedures for the summer program consisted principally of:

- 16 Principal interviews
- 108 Teacher evaluation reports
- 178 Pupil interviews

Table 3

## GRADE 1-6, NET ROLL BY RACE, SEPTEMBER 29, 1967 AND SAMPLE NUMBER OF PUPILS AND TEACHERS,

Twenty-five Sample ESEA Schools

| School number and name | Enrollment | | | Sample number of pupils | | Sample number of teachers | |
|---|---|---|---|---|---|---|---|
| | Nonwhite | White | Total | 3rd Grade | 5th Grade | 3rd Grade | 5th Grade |
| 8 - City Springs | 305 | 40 | 345 | 1 | 5 | - | 2 |
| 10 - James McHenry | 82 | 351 | 433 | 7 | 5 | 3 | 2 |
| 13 - Tench Tilghman | 399 | 263 | 662 | 11 | 8 | 3 | 3 |
| 20 - Sir Robert Eden | 815 | 2 | 817 | 15 | 9 | 5 | 3 |
| 26 - Madison Square | 847 | --- | 847 | 13 | 11 | 4 | 4 |
| 30 - George Street | 1,019 | --- | 1,019 | 14 | 13 | 4 | 4 |
| *59 - Louisa M. Alcott | 1,284 | 37 | 1,321 | 18 | 6 | 5 | 3 |
| 88 - Lyndhurst | 1,495 | 9 | 1,504 | 20 | 16 | 7 | 5 |
| 94 - Elementary | 655 | 5 | 660 | 11 | 11 | 3 | 4 |
| 95 - Franklin Square | 722 | --- | 722 | 12 | 9 | 4 | 4 |
| 99 - Columbus | 914 | 1 | 915 | 21 | 12 | 6 | 4 |
| 102 - Thomas G. Hayes | 977 | 1 | 978 | 16 | 13 | 5 | 4 |
| 103 - Henry Highland Garnet | 411 | --- | 411 | 8 | 4 | 3 | 2 |
| 111 - Frances Ellen Harper | 309 | 1 | 310 | 6 | 4 | 2 | 2 |
| 113 - Benjamin Banneker | 451 | 15 | 466 | 7 | 6 | 2 | 2 |
| 116 - Elementary | 420 | --- | 420 | 7 | 6 | 2 | 2 |
| 121 - Daniel A. Payne | 256 | 5 | 261 | 4 | 5 | 2 | 2 |
| 126 - Elementary | 286 | --- | 286 | 5 | 2 | 2 | 1 |
| 129 - Elementary | 248 | 7 | 255 | 4 | 4 | 1 | 2 |
| 138 - Robert Fulton | 705 | 2 | 707 | 12 | 7 | 3 | 2 |
| 141 - Abraham Lincoln | 860 | --- | 860 | 12 | 12 | 4 | 4 |
| 146 - Preston | 740 | 2 | 742 | 10 | 13 | 3 | 4 |
| 148 - Rosedale | 789 | --- | 789 | 13 | 13 | 5 | 5 |
| 162 - Josiah Diggs | 318 | 2 | 320 | 6 | 4 | 2 | 1 |
| 238 - Victory | 415 | --- | 415 | 6 | 7 | 2 | 3 |
| Total | 15,722 | 743 | 16,465 | 259 | 205 | 82 | 74 |

* Includes Annex enrollment which is not in Title I project.

## Table 4

## GRADE 1-6, NET ROLL BY RACE, SEPTEMBER 29, 1967 AND SAMPLE NUMBER OF PUPILS AND TEACHERS,

### Twenty-five Sample Control Schools

| School number and name | Enrollment | | | Sample number of pupils | | Sample number of teachers | |
|---|---|---|---|---|---|---|---|
| | Nonwhite | White | Total | 3rd Grade | 5th Grade | 3rd Grade | 5th Grade |
| 18 - Franklin D. Roosevelt | 592 | 11 | 603 | 9 | 9 | 4 | 3 |
| 21 - Hilton | 842 | 1 | 843 | 11 | 14 | 4 | 4 |
| 47 - Hampstead Hill | 5 | 440 | 445 | 7 | 6 | 2 | 2 |
| 55 - Hampden | 27 | 842 | 869 | 14 | 15 | 4 | 5 |
| 64 - Liberty | 992 | 9 | 1,001 | 18 | 12 | 5 | 4 |
| 65 - Phelps Lane | 277 | 4 | 281 | 6 | -- | 2 | -- |
| 68 - Betsy Ross | 207 | 286 | 493 | 10 | 8 | 3 | 2 |
| 83 - William Paca | 32 | 1,052 | 1,084 | 16 | 16 | 5 | 5 |
| 87 - Windsor Hills | 723 | 13 | 736 | 13 | 12 | 5 | 4 |
| 98 - Samuel F. B. Morse | 63 | 739 | 802 | 13 | 9 | 4 | 3 |
| 132 - Coppin | 735 | --- | 735 | 12 | 9 | 3 | 3 |
| 145 - Alexander Hamilton | 1,056 | --- | 1,056 | 17 | 16 | 5 | 4 |
| 157 - Elementary | 135 | 1 | 136 | -- | -- | - | - |
| 204 - Mary E. Rodman | 1,028 | 4 | 1,032 | 20 | 17 | 5 | 5 |
| 212 - Garrett Heights | 126 | 379 | 505 | 9 | 10 | 3 | 4 |
| 213 - Govans | 171 | 435 | 606 | 10 | 10 | 4 | 3 |
| 214 - Guilford | 385 | 34 | 419 | 6 | 5 | 2 | 3 |
| 215 - Highlandtown | --- | 647 | 647 | 11 | 10 | 3 | 3 |
| 218 - Howard Park | 443 | 200 | 643 | 12 | 9 | 4 | 3 |
| 219 - Yorkwood | 61 | 575 | 636 | 10 | 11 | 3 | 3 |
| 230 - Canton Elementary | 5 | 469 | 474 | 7 | 6 | 2 | 2 |
| 237 - Highlandtown | 5 | 136 | 141 | 1 | 2 | 1 | 1 |
| 243 - Armistead Gardens | --- | 683 | 683 | 12 | 11 | 4 | 6 |
| 247 - Cross Country | 116 | 649 | 765 | 14 | 14 | 4 | 4 |
| 249 - Medfield Heights | 25 | 361 | 386 | 6 | 5 | 3 | 2 |
| Total | 8,051 | 7,970 | 16,021 | 264 | 236 | 84 | 78 |

# CHAPTER VI

# FINDINGS

The evaluation team sought, from various sources, information regarding the use and effectiveness of services that were provided through the ESEA Title I Elementary Basic Skills Program. The following paragraphs deal with findings from these sources related to the program and its outcome, insofar as this was discernible in the ESEA Title I elementary project for the school year 1967-68 and the summer of 1968.

As indicated in previous chapters, the objectives and the operating conditions of the program for the school year and for the summer were so different in nature that it is appropriate to consider their evaluation separately.

## THE SCHOOL YEAR 1967-68

### General Assessment as Seen by the Teachers

Teachers who were sampled in the program of the regular school year were asked specific questions rating the Elementary Basic Skills Program. (See Part III of Teacher Checklist in the Appendix.) The key questions to teachers related to their judgment as to the effectiveness of specification of objectives, the appropriateness of the objectives, the progress toward them and the effects on their working conditions, as well as that of school-home relations and pupil attitudes.

Results of ratings by the ESEA teachers appear in Table 5. With one exception, the distribution of ratings on the six items is to be considered "good or better." This is easily seen by a summary of the percentage distribution of ratings

## Table 5

## RATINGS OF TEACHERS ON ESEA, TITLE I ELEMENTARY BASIC SKILLS PROGRAM, 1967-68 SCHOOL YEAR

| Item | Rating | | | | |
|---|---|---|---|---|---|
| | Excellent (1) | Good (2) | Fair (3) | Poor (4) | Total* |
| Specifications of objectives | 21 | 53 | 29 | 16 | 119 |
| Appropriateness of objectives | 21 | 48 | 30 | 5 | 104 |
| Progress toward objectives | 16 | 40 | 39 | 11 | 106 |
| Effect on teacher working conditions | 34 | 56 | 24 | 8 | 122 |
| Effect on school-home relations | 17 | 39 | 46 | 16 | 118 |
| Effect on pupil attitudes | 29 | 39 | 40 | 10 | 118 |

* Total number responding to item.

shown in Table 6.

Of some interest in interpretation of this table is the rank of the six items as shown in the last column. The item ranking with the highest rating, 73.8 percent "good to excellent," is that having to do with the effect on teachers' working conditions. In other words, although there are many ratings of teachers of "fair to poor" in this table, a substantial majority of them felt this a positive contribution to their job as teachers. This is the highest ranking item.

Next to this is the appropriateness of the objectives; third, the effect on pupils. Another important observation is the fact that the lowest rating is the effect on school-home relations. It was rather surprising to find that among comments received by some teachers were statements to the effect that they really did not know what the objectives were.

Since equipment was frequently mentioned as one of the major contributions of Title I in the elementary school, a tabulation was made of teachers' judgments of the adequacy of various types of services, including special personnel and equipment, in comparison with teachers in schools not in the Title I program. (See Table 7.) There are several pertinent observations to make from this table. In the first place, in the ESEA schools, items which teachers rate high begin with audio-visual materials. Next in order are "helpfulness of supervision" and "clerical assistance." Each of these were reported by 50 percent or more of teachers as rating "good to excellent."

Another type of observation to make is the comparison of the ratings of the random sample of ESEA teachers with the random sample of Control or Non-ESEA teachers. It is definitely a credit to the ESEA program that ESEA teachers considered

Table 6

PERCENTAGE DISTRIBUTION, AVERAGE AND RANK OF SIX ITEMS OF TEACHERS' RATINGS ON ESEA TITLE I ELEMENTARY BASIC SKILLS PROGRAM, 1967-68 SCHOOL YEAR

| Item | Percent | | Average | Rank |
|---|---|---|---|---|
| | Good to excellent | Fair to poor | | |
| Specifications of objectives | 62.2 | 37.8 | 2.33 | 4 |
| Appropriateness of objectives | 66.4 | 33.6 | 2.18 | 2 |
| Progress toward objectives | 52.8 | 47.2 | 2.43 | 5 |
| Effect on teacher working conditions | 73.8 | 26.2 | 2.05 | 1 |
| Effect on school-home relations | 47.5 | 52.5 | 2.52 | 6 |
| Effect on pupil attitudes | 57.6 | 42.4 | 2.27 | 3 |

## Table 7

## COMPARISON OF ESEA AND CONTROL TEACHERS ON PERCENTAGE OF GOOD TO EXCELLENT RATINGS ON SERVICES

| Item | Ratings good to excellent | | | |
|---|---|---|---|---|
| | ESEA Schools | | Control Schools | |
| | number | percent of total a/ | number | percent of total b/ |
| 5. Helpfulness of supervision | 99 | 65.1 | 93 | 59.6 |
| 6. Physical facilities | 54 | 35.5 | 68 | 43.6 |
| 7. Clerical assistance | 92 | 60.5 | 84 | 53.8 |
| 8. Psychological services | 73 | 48.0 | 77 | 49.4 |
| 9. Grouping | 72 | 47.4 | 85 | 54.5 |
| 10. Class size | 23 | 15.1 | 17 | 10.9 |
| 11. Teaching assistants */ | 40 | 26.3 | 18 | 11.5 |
| 12. AV materials */ | 108 | 71.1 | 91 | 58.3 |
| 13. AV teacher | 7 | 4.6 | 6 | 3.8 |
| 14. Specialist, language arts */ | 20 | 13.2 | 10 | 6.4 |
| 15. Specialist, speech | 40 | 26.3 | 46 | 29.5 |
| 16. Remedial reading | 61 | 40.1 | 50 | 32.1 |
| 17. Specialist, science | 6 | 3.9 | 4 | 2.6 |
| 18. Librarian | 57 | 37.5 | 58 | 37.2 |
| 19. Specialist, art | 75 | 49.3 | 74 | 47.4 |
| 20. Specialists, other | 33 | 21.7 | 33 | 21.2 |

a/ Percent of 152, total number of teachers responding to questionnaire.

b/ Percent of 156, total number of teachers responding to questionnaire.

*/ Differences in percents significant at five percent level.

helpfulness of supervision, clerical assistance, special personnel, class size, teaching assistants, and audio-visual materials in a higher percentage of high ratings than did teachers in schools not in the program. In other words, there is definitely an impact of some of the services provided by this project, as has been noted earlier in this report.

There is some indication of further requirements for achievement of the Title I objectives since there is, for instance, a very small percentage of high ratings by ESEA teachers on the class size item. Furthermore, as compared with ESEA teachers, teachers in other schools have higher ratings on such items as "physical facilities," "psychological services," and "speech specialists."

Tests of significance were made to compare the percentages in this table. Three were found to be statistically significant in favor of the ESEA schools. The one with highest ratings had to do with audio-visual materials, even though this represents a relatively small budget item. The smaller items are teaching assistants and language arts specialists.

Overall, it is to be judged that teachers in the ESEA schools rate the program as effective. As one teacher put it, "I think the ESEA program has been of great advantage to our school. It has brought about a stronger relationship between the parents, teachers, and the student body as a whole." According to another teacher, "It is my opinion that this program will be very effective at this school as it is carried forward. We are really just getting started in the program."

On the negative side, the minority of teachers who appeared to have some unhappiness with the project mentioned as indicated above lack of familiarity with objectives. In addition, there were other reasons for dissatisfaction. One common reference was to the problem of class size. This came about as a matter of fact largely in cases where teachers reported large classes (30 or more pupils). Also some mentioned physical facilities, an item which may be noted from Table 7, did not have a high rating by ESEA teachers. Another matter had to do with dissatisfaction with equipment either because it became lost or vandalized in some of the "inner-city"areas, or because there was insufficient instruction to teachers in its use.

The following are extracted comments from many received from teachers which are pertinent to areas in which improvement might be made in the program:

- "Our school is in an area where there has been a complete change from all white to almost all Negro. Older adminstration and teaching staff are not able to adapt the curriculum to different children. The children we have now are undisciplined and have little incentive to learn. Family support is poor, the children are not encouraged at home. Absenteeism is high, not because of illness, just because no one sends the child to school. There is no concerted effort to improve discipline, each teacher is asked not to bother the administration with problem children. Our school is offering free lunches and free breakfasts, but that isn't inspiring learning. Equipment furnished by ESEA funds has been in generous amounts, but the school is vandalized so often, I personally have had no use of it. Machines are either stolen or wrecked. The problems of such a school as this are multiplied by shift in classes and overcrowding."

- "The ESEA program has made it possible for somewhat improved instruction due to an abundance of teaching machines especially valuable in the teaching of remedial reading. The bus trips for enriching the children's everyday experiences were most valuable, since only small groups went at a time. Perhaps more instruction in the objectives of the ESEA program and instruction in use of the materials rather than simply demonstration would be useful."

- "The program is excellent, however I feel that in this situation we are trying too many things and not giving any of them adequate time to produce valid results. We have much more quantity than quality."

- "I feel that a lot of money has been wasted by merely supplying schools with audio-visual equipment without training the teachers how to utilize same in their programs. More of this money should be utilized for teacher training...equipment will not help the

> poor teacher. However, the equipment has been quite beneficial to those trained in its use. Money spent to enrich children's experiences (by taking them on meaningful trips) has helped to improve attitudes. More recreational assistance and facilities should be added."

Although the reaction of the majority of teachers is to be judged favorable to the program, including effects of it upon pupil achievement, the question of achievement test results will be discussed later in this document.

## Values of the Program as Seen by Directors, Principals, and Supervisors

Much of what has been observed through contact with the teachers is reported by interviews with administrators, and some is not. There is one bit of confusion which should be brought to the attention of the Baltimore City Public Schools that was noted in contacts with all personnel, namely, that of the need for greater communication on just what constituted the program. In interviews with some principals and other administrators, it was difficult to understand exactly what equipment, what books, what aids, what other services were made possible through the ESEA Title I funds as distinct from other much larger sources of revenue for the support of the schools. Administrators in general reported satisfaction with the objectives of the Title I program. They considered the objectives well specified and relevant to their ESEA schools.

Contacts with administrators centered on interview questions asking primarily what they saw as the contribution, if any, of the program and any changes which they felt would be desirable for the program. Another question was brought up relating to impact of the program on teachers, parents, and pupils.

*Materials, Equipment, and Supplies.* As with teachers, the equipment, materials, and supplies rank high, among specific contributions of the program, in the view of directors, supervisors, and other administrators. The availability of modern equipment as well as adequate materials and supplies, in some cases apparently for the first time, was noted by almost all of the principals interviewed as having been one of the most important direct consequences of the ESEA program. Remarking that "the books and materials have been a Godsend," one principal noted that the goal of increased individual attention could not have been reached without the newly-provided materials. (Sufficient books for students to be able to take them home for homework have been purchased.)

The focus of Title I, as perceived by both public and non-public school principals, has been on materials and supplies. Teachers have, at least in some cases, been given help in learning to use such devices as overhead projectors, tape recorders, and duplicating machines.

Although in evaluation of the program it was often said that equipment was not always accessible and some of it was more effective than others, this contribution of Title I is viewed as worth-while.

*Personnel*. Without doubt one of the major contributions of Title I has been the addition of personnel to reduce class size, to reduce teaching loads, and to provide other assistance to teachers. Budgetwise, instructional personnel was the big item in the instruction account. The addition of professional, non-professional, and para-professional personnel to the existing faculty has brought positive response from administrators, who tend to see that "personnel is the key rather than equipment." Specialists ranging from senior teachers to health aides, reading specialists to lunchroom assistants, have improved school functioning, by reducing pressure on teachers and by providing additional manpower to be deployed to strengthen weak areas.

According to administrators, personnel already with the schools have benefited from in-service training sessions, seminars, and work with various specialists from the central office as well as from outside. These experiences have been brought back to the schools and shared with others on the staff.

Effect on Attitudes. Staff morale, as seen by the principals, has improved - an important factor in schools, especially in deprived areas. In the minds of administrative staff, the proposition that quality education is truly a rational goal is given more tangible substance by the presence of tangible hardware, as well as by additional personnel and services. This in turn has helped to improve teacher attitudes and indirectly enhanced the classroom ambiance. The Hawthorne Effect has been noted by several principals. One observed that, as a consequence of the addition of Title I funds to his school's budget, with its accompanying lift of teachers' spirits, now more of his teachers believe "that the kids can make it." Indeed, he hopes that now some of his children will want to become teachers.

Pupil attitudes and morale, customarily low in deprived area schools and associated with poor academic motivation, have improved, according to a number of the principals, several of whom felt the changes to have been substantial. Despite the difficulty inherent in attempting to separate the effects of Title I programs from effects attributable to other sources, some principals were clear in attributing these improvements to Title I. The expansion of cultural activities, both within the school and out in the community, was seen to be of great importance in broadening the horizons of the children. Here the effect was indirect. The principals tend to see that the children's attitude toward learning has been enhanced by the increased cultural activities.

Program. While some of the principals themselves had positive (though not enthusiastic) feelings when the Title I program began, they looked on it as providing an opportunity to individualize instruction, to make programs more meaningful for children, and to provide the physical materials which are needed for education. As the year was ending, several principals commented that since they had been able to provide wide individual opportunity for children, their own level of enthusiasm had increased.

In-service training programs were reported by principals to have been moderately effective, and several (but not all) thought that the teachers were satisfied and pleased with them.

Although there are some difficulties found in evaluating language arts and mathematics improvement as a result of the Title I program (as well as in other academic and cultural areas), the consensus was that students have improved. The principals were, as a group, more enthusiastic and specific regarding the cultural activities than they were regarding the academic.

Overall, the most valuable aspects of the Title I program, as reported by various principals were additional (and adequate) supplies and equipment; improvement of the children's self-concept; health programs; individualized programs; and the ability to provide bus transportation to special cultural events.

### Needed Improvements

The changes recommended by administrators are focused on personnel. Additional teaching personnel is needed. There was an almost unanimous feeling that more aides are required. Pupil-personnel services ought to be increased, as should health services; and a suggestion was made that professionals to work on experimental programs should be employed.

To improve the quality of education, increased in-service programs were suggested. That teachers be motivated or stimulated to work more on their own was suggested by two principals. Increase of the developmental speech aspect, speech and reading and non-graded programs, were recommended by various principals.

Regarding materials and equipment, there seems to be a sense that teachers are not always able to handle these things adequately, and, as a result, there are requests for instructional materials personnel, and in one case, for an instructional materials center.

Principals join with teachers in desiring ways in which materials could be better stored and managed than they now are. Although they are concerned and try to do something about this problem, (one school reported the loss of ten TV sets purchased through ESEA funds), there is simply not adequate, secure storage space.

The testing program occasioned comment from many principals. Overall, they thought that the plan for ESEA testing was complicated. There were apparently complications as a consequence of an additional burden of the special ESEA tests administered for the first time this year, as well as the regular city-wide testing program.

Several principals observed that they did not always know the source of materials delivered to their schools, and whether they came from ESEA funds or other sources. Better communication with teachers was strongly urged, regarding the effect of the Title I program as well as in planning and evaluation.

Some administrators who are close to the program and appear to be very

67

conscious of its importance have made suggestions such as interchanging students and teachers between the ESEA and Control schools, flexibility in use of funds in local schools, more parent contacts, and increase in community understanding of ESEA.

## Pupils and Achievement

As indicated in the previous chapter, it was not possible because of the late start of the evaluation of this project to administer specialized tests. Also as indicated, the special ESEA Title I testing undertaken in October had become delayed because of administrative problems. However, with the cooperation of school administrators, teachers, and others, it was possible near the close of the spring semester to conduct a sample investigation that involved making use of the city-wide testing program, plus additional information from pupils and teachers in third and fifth grades in a sample of ESEA schools and Control schools.

Comparison of ESEA and Control Schools. Table 8 is a summary comparing 11 of the 13 measures in the ESEA schools and the Control schools. The focus of this table is three measures - reading average, arithmetic average, and self and school concepts. The first two, reading average and arithmetic average, were derived from the city-wide testing program based on Metropolitan Achievement Tests in the third grade and Stanford Achievement Tests in the fifth grade. The self and school item was based on My Class and Me. (See Appendix).

Concentrating for the moment on these three items and bearing in mind that these are unadjusted items, we observe that reading achievement is higher in the Control schools than the ESEA schools. The same is to be said for arithmetic achievement, and for pupils' attitudes and self and school concepts. It is also noted that all of these differences are statistically significant.

## Table 8

## UNADJUSTED COMPARISON OF ESEA AND CONTROL SCHOOLS ON MEASURES FROM SAMPLE PUPILS AND TEACHERS

| Measure and grade | ESEA Mean | Control Mean | Difference |
|---|---|---|---|
| Class size | | | |
| Grade 3 | 31.71 | 33.64 | -1.93* |
| Grade 5 | 30.25 | 33.43 | -3.18** |
| I.Q. | | | |
| Grade 3 | 94.15 | 97.35 | -3.20** |
| Grade 5 | 90.64 | 99.10 | -8.46** |
| Reading average | | | |
| Grade 3 | 2.63 | 3.05 | -0.42** |
| Grade 5 | 3.65 | 4.35 | -0.70** |
| Arithmetic average | | | |
| Grade 3 | 3.04 | 3.53 | -0.49** |
| Grade 5 | 3.67 | 4.39 | -0.72** |
| Home environment a/ | | | |
| Grade 5 | 51.97 | 47.53 | 4.44** |
| Self and school | | | |
| Grade 3 | 18.40 | 19.21 | -0.81* |
| Grade 5 | 18.35 | 19.57 | -1.22* |
| Teacher's year of birth b/ | | | |
| Grade 3 | 31.68 | 28.52 | 3.16* |
| Grade 5 | 32.90 | 29.52 | 3.38* |
| Teacher's years experience | | | |
| Grade 3 | 9.89 | 12.52 | -2.63* |
| Grade 5 | 9.61 | 11.17 | -1.56 |
| Teacher's morale | | | |
| Grade 3 | 2.68 | 2.84 | -0.16 |
| Grade 5 | 2.31 | 2.73 | -0.42 |
| Teacher's general assessment of school program a/ | | | |
| Grade 3 | 13.25 | 13.30 | -0.05 |
| Grade 5 | 13.78 | 13.80 | -0.02 |
| Adequacy of services a/ | | | |
| Grade 3 | 51.53 | 52.79 | -1.26 |
| Grade 5 | 51.42 | 52.22 | -0.80 |

* Significant difference at the five percent level.

** Significant difference at the one percent level.

a/ High score - least favorable.

b/ High figure - youngest teachers.

However, the reader should not by any means form a judgment, as a consequence of the achievement and pupil attitudes being lower in the ESEA schools than in the Control schools, that this is an evidence of failure in the ESEA program. This outcome definitely would be expected on the basis of well-established research in the education of the disadvantaged. This is substantiated by the additional data reported in summary form in this table. Of prime consideration, the IQ's of these pupils in the ESEA schools are much lower. This is a well-known phenomenon in "inner-city"or disadvantaged areas of the school system. A measure reported as home environment based upon the grade 5 questionnaire, *My Home and Me,* shows also, as to be expected, that there is the barrier of socio-economic disadvantage in the ESEA schools. The differences thus noted are significant differences statistically.

Other information in this table to be brought to attention is information derived from teachers of the sample pupils in the two groups of schools. Statistically, there is very little difference to be observed among teachers except possibly their ages. They are equivalent as to morale scores, equivalent as to their general assessment of school program and judgment as to adequacy of services they receive. More of this will be discussed in the following section in this chapter. The major point to make is that differences in achievement and pupil attitude may be attributable to significant differences in the characteristics of the pupils as measured by IQ and socio-economic background.

*Allowances for IQ Differences in Grade Three.* A statistical process, covariance analysis, was made to test this. In short, it is a means by which the averages of pupils on achievement and the averages of pupils on other "dependent variables" are compared by making adjustments allowing for differences in other factors which appear to be pertinent.

In Table 9 is the comparison of unadjusted third-grade reading grade scores and those adjusted for IQ. The adjustment for IQ was done on the basis of a covariance analysis with IQ taken as an independent variable. What this shows is that, in terms of the lower IQ that the ESEA pupils have and conversely the higher IQ that the Control pupils have and the correlation of IQ and reading achievement in the third grade, adjustments to the two groups so that they would be comparable as to IQ would result in the ESEA schools having a little higher score and the Control schools a little lower score. In other words, the difference would be less.

The complete analysis of this is shown in Table 10. As indicated in Table 8, the difference between the two groups in unadjusted scores in third-grade reading is statistically significant. After an adjustment for IQ in the third grade, although the difference is reduced, the results are still significant. In other words, differences in level of reading achievement at the third grade between the ESEA and Control schools cannot be explained by the fact that they are not comparable as to the IQ's of pupils.

Table 11 shows that on the basis of IQ, individual school achievement averages from this sample regularly tend to be below expectation in the third grade in ESEA schools as compared to the Control schools. The implication of this is not necessarily one of a discredit to the ESEA program. We are dealing at the primary grade level with less precise measurement of variables concerned where it is well known that there can be relatively greater spans of achievement as well as spans of aptitude and readiness for reading, etc. In fact, if more information were available, this might mean that there is less of the lock step of arbitrary standards for grade

## Table 9

## COMPARISON OF THIRD-GRADE ESEA AND CONTROL SCHOOLS ON READING AVERAGE

| Reading average | ESEA n=221 | Control n=239 | Both n=460 |
|---|---|---|---|
| Unadjusted | 2.60 | 3.07 | 2.84 |
| Adjusted for I.Q. | 2.64 | 3.03 | 2.84 |

## Table 10

### ANALYSIS OF COVARIANCE, THIRD-GRADE READING AVERAGE AGAINST I.Q.

| Source of variation | Degrees of freedom | Sums of squares and products | | | Correlation coefficient | Errors of estimate | | |
|---|---|---|---|---|---|---|---|---|
| | | $SX_3^2$ | $SX_3X_4$ | $SX_4^2$ | | Sum of squares | Degrees of freedom | Mean square |
| Total | 459 | 42,625 | 14,638 | 32,548 | .265 | 27,521 | 458 | ------- |
| Among schools | 47 | 9,221 | 6,365 | 10,559 | ---- | ------ | --- | ------- |
| Between groups | 1 | 1,119 | 1,678 | 2,515 | ---- | ------ | --- | ------- |
| Schools same group | 46 | 8,102 | 4,687 | 8,044 | ---- | ------ | --- | ------- |
| Within schools | 412 | 33,404 | 8,273 | 21,989 | .305 | 19,940 | 411 | 48.5 |
| Between and within | 413 | 34,523 | 9,951 | 24,504 | ---- | 21,636 | 412 | 52.5 |
| Difference for testing between groups | --- | ------ | ------ | ------ | ---- | 1,696 | 1 | 1,696.0** |

** Significant at the one percent level.

## Table 11

## COMPARISON OF SAMPLE ESEA AND CONTROL SCHOOLS ON THIRD-GRADE READING AVERAGES COMPARED TO EXPECTATION BASED ON I.Q.

| Reading grade level above or below expectation | Number of schools | | |
|---|---|---|---|
| | ESEA | Control | Total |
| 1.0 or more above | -- | 2 | -- |
| .5 - .9 above | -- | 4 | -- |
| .1 - .4 above | 3 | 9 | -- |
| .4 - .1 below | 17 | 8 | -- |
| .5 - .9 below | 4 | 1 | -- |
| Total | 24 | 24 | 48 |

level achievement and more individuation in the ESEA schools to work toward some of the elements known to bear on educational deprivation that need to be overcome, particularly at the primary grade levels.

Fifth-Grade Achievement. A very different result was observed with reference to fifth-grade achievement. A summary of three measures - reading average, IQ, and home background for the ESEA and Control sample pupils - appears in Table 12. In this table, it is to be seen that reading average, IQ, and favorable home background conditions are highest in the Control schools. By means of covariance analysis, we take IQ and home background into account with the result, as shown in Table 13, that the observed reading average in the ESEA schools is higher than one would expect because of the IQ and home background of these children, but that the observed reading average for Control schools is slightly lower than would be expected on this basis. When the means are adjusted for what they would be like if both groups of schools were comparable as to IQ and home background, the fifth-grade ESEA pupils would have a higher reading achievement average than the Control pupils. The differences, though small, are statistically significant, meaning that if all pupils in the entire fifth grade had been involved in these comparisons, it is quite likely that the same results would come about.

The details of the covariance analysis appear in Table 14. Of further interest in Table 14 is a fact of consideration, namely, that there is a statistically significant variation among schools within the same group, that is to say the ESEA group or the Control group, as well as a significant difference between the two groups and among schools in general in reading average. The surprising outcome is the difference after adjustment, using errors of estimate, showing that even though the

## Table 12

## FIFTH-GRADE READING ACHIEVEMENT AVERAGE AND TWO FACTORS AFFECTING READING IN ESEA AND CONTROL SCHOOLS

| Measure | ESEA n=161 | Control n=200 | Total n=361 |
|---|---|---|---|
| Reading Average | 3.67 | 4.35 | 4.04 |
| I.Q. | 90.93 | 99.07 | 95.44 |
| Home background[a] | 51.86 | 47.62 | 49.51 |

[a] The higher the score the less favorable, or the lower the score the less "disadvantage."

## Table 13

## COMPARISON OF FIFTH-GRADE PUPILS IN ESEA AND CONTROL SCHOOLS ON READING ACHIEVEMENT

| Type of mean | Reading Average |  |
|---|---|---|
|  | ESEA | Control |
| Observed** | 3.67 | 4.35 |
| Expected[a] | 3.58 | 4.41 |
| Adjusted** | 4.13 | 3.98 |

[a] On basis of I.Q. and home background.

** Statistically significant at the one percent level.

## Table 14

## ANALYSIS OF COVARIANCE, FIFTH-GRADE READING AVERAGE AGAINST I.Q. AND HOME BACKGROUND

| Source of variation | Degrees of freedom | Reading average | | $R^2$ | Errors of estimate | | |
|---|---|---|---|---|---|---|---|
| | | Sum of squares | Mean square | | Sum of squares | Degrees of freedom | Mean square |
| Total | 360 | 46,302 | 128.62 | .4916 | 23,542 | 358 | -------- |
| Among schools | 46 | 12,206 | 265.35** | ----- | ------ | --- | -------- |
| Between groups | 1 | 4,187 | 4,187.00** | ----- | ------ | --- | -------- |
| Schools same group | 45 | 8,019 | 178.20** | ----- | ------ | --- | -------- |
| Within schools | 314 | 34,096 | 108.59 | .3496 | 22,176 | 312 | 71.08 |
| Between and within | 315 | 38,283 | ------ | .5013 | 19,191 | 313 | -------- |
| Difference for testing between groups | --- | ------ | ------ | ----- | 2,985 | 1 | 2,985.00** |

** Significant at the one percent level.

*difference is reversed in favor of the ESEA schools, it is statistically significant.*

*Fifth-Grade "Self-School" Attitudes.* The pupil attitude measure, *My Class and Me*, was taken as another dependent variable. This was for the purpose of checking on self-concept and other attitudinal considerations which may be as important to develop in disadvantaged pupils as specific academic achievement. Appearing in Table 15 are observed averages for ESEA and Control pupils along with an *expected* scoring statistically equating the two groups for IQ and home background. The covariance analysis summarized in Table 16 shows that, *when adjustment is made for IQ and home background, school-pupil attitudes in ESEA schools are on a par with that of Control schools.*

*Corrective Reading for Slow Learners.* The Supplemental Teaching Services program measured reading at the beginning of the year, September 1967, using the Stanford Elementary Reading Test. Another form of the test was given as a posttest eight months later, June 1968. There was marked progress in reading for 387 fifth-grade slow learners receiving STS corrective reading under Title I. In September of 1967, at which time the norm was 5.1, reading grade scores for these pupils ranged from 1.0 to 4.5. By June 1968, reading levels ranged in grade score from 2.0 to 6.0 or more. *In the eight-month period these pupils gained 10.7 months in reading.* *Sixty-nine percent gained eight months or more in reading.* This is an excellent example of what can be accomplished in overcoming retardation in basic skills by means of specific remedial activity.

## Table 15

## COMPARISON OF FIFTH-GRADE PUPILS IN ESEA AND CONTROL SCHOOLS ON "SELF AND SCHOOL" MEASURE

| Type of mean | Average score on "My Class and Me" | |
|---|---|---|
| | ESEA | Control |
| Observed* | 18.35 | 19.48 |
| Expected[a] | 18.69 | 19.19 |
| Adjusted | 18.61 | 19.24 |

[a] On basis of I.Q. and home background.

* Statistically significant at the five percent level.

## Table 16

## ANALYSIS OF COVARIANCE, FIFTH-GRADE PUPILS ON "MY CLASS AND ME" AGAINST I.Q. AND HOME BACKGROUND

| Source of variation | Degrees of freedom | "My Class and Me" |  | $R^2$ | Errors of estimate |  |  |
|---|---|---|---|---|---|---|---|
|  |  | Sum of squares | Mean square |  | Sum of squares | Degrees of freedom | Mean square |
| Total | 383 | 7,173 | 18.73 | .0372 | 6,906 | 381 | ------ |
| Between groups | 1 | 123 | 123.00* | ----- | ----- | --- | ------ |
| Schools within groups | 382 | 7,050 | 18.46 | .0255 | 6,870 | 380 | 18.08 |
| Difference for testing between groups | --- | ----- | ----- | ----- | 36 | 1 | 36.00 |

* Significant at the five percent level.

## Related Factors

On the basis of the sample study involving 25 ESEA elementary schools and 25 Control schools, it was possible to develop through the Computer Center of the school system an intercorrelation matrix of the 13 variables referred to previously. This is summarized in Table 17. Given in this table are the observed correlations and the appropriate number of cases. The latter is pertinent because in some instances the information loss was greater than in others due to absences or difficulties of ascertaining information. For instance, mental age and raw score information were very difficult to obtain from records for third-grade pupils. Hence, there are few cases where that measure is involved. Sample information for third-grade pupils with respect to that information is possibly biased.

In most instances, a high percentage of pupils could be included from the total sample which varied for the four different groups from 205 to 264 on the basis of the original drawing. In this table the results are shown for the four groups – the third grade in two categories (ESEA and Control), the fifth grade in two categories (ESEA and Control).

In paragraphs which follow, there will be summarized some of the more pertinent relationships which may be extracted from this table, taking into account the relationship in general and differences which are significant as between the ESEA Title I schools and pupils and the Control schools and pupils. As a rough guide in interpreting these correlation coefficients, where there are approximately 200 cases involved, the coefficient is significant at the five percent level if it is as much as .138. This means simply that there is a 95 percent confidence in the conclusion that there would be some relationship in the same direction if all pupils in all schools

Table 17

## SUMMARY OF INTERCORRELATIONS

## GRADE 3 ESEA AND CONTROL, GRADE 5 ESEA AND CONTROL

| Variable | Groups | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | | 8 | | 9 | | 10 | | 11 | | 12 | | 13 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | r | n | r | n | r | n | r | n | r | n | r | n | r | n | r | n | r | n | r | n | r | n | r | n | r | n |
| 1. Class size | ESEA, 3rd | 1.000 | 259 | -.128 | 58 | .091 | 226 | -.023 | 242 | -.083 | 239 | ----- | --- | -.156 | 233 | .082 | 247 | -.063 | 254 | -.177 | 257 | .308 | 257 | .211 | 257 | .189 | 227 |
| | Control, 3rd | 1.000 | 264 | -.121 | 95 | -.141 | 241 | -.174 | 251 | -.116 | 249 | ----- | --- | -.043 | 244 | .107 | 237 | -.109 | 251 | .029 | 252 | .067 | 255 | .095 | 255 | ----- | --- |
| | ESEA, 5th | 1.000 | 205 | .026 | 190 | .026 | 193 | .075 | 168 | .086 | 171 | -.013 | 187 | .067 | 187 | .084 | 179 | -.244 | 186 | -.093 | 193 | .036 | 193 | .073 | 193 | .119 | 165 |
| | Control, 5th | 1.000 | 236 | -.148 | 207 | -.166 | 224 | -.158 | 213 | -.158 | 213 | -.007 | 211 | -.129 | 211 | .054 | 221 | .039 | 221 | .001 | 221 | -.062 | 217 | -.148 | 217 | ----- | --- |
| 2. Mental age or raw score | ESEA, 3rd | | | 1.000 | 259 | -.156 | 58 | .190 | 53 | -.005 | 53 | ----- | --- | .096 | 52 | -.027 | 55 | .030 | 55 | -.122 | 55 | -.147 | 55 | .262 | 55 | -.198 | 47 |
| | Control, 3rd | | | 1.000 | 264 | .586 | 94 | .368 | 94 | .365 | 94 | ----- | --- | .321 | 92 | -.021 | 88 | .136 | 91 | .072 | 91 | -.174 | 91 | -.274 | 91 | ----- | --- |
| | ESEA, 5th | | | 1.000 | 205 | .800 | 190 | .666 | 165 | .536 | 168 | -.218 | 176 | .151 | 176 | -.080 | 170 | .069 | 175 | -.085 | 182 | .088 | 182 | .102 | 182 | .057 | 158 |
| | Control, 5th | | | 1.000 | 236 | .843 | 207 | .742 | 195 | .610 | 195 | -.187 | 191 | .096 | 191 | -.138 | 193 | .162 | 193 | .105 | 193 | -.211 | 189 | .007 | 189 | ----- | --- |
| 3. I.Q. | ESEA, 3rd | | | | | 1.000 | 259 | .265 | 221 | .328 | 218 | ----- | --- | .059 | 205 | -.109 | 215 | .145 | 219 | .144 | 222 | -.111 | 222 | -.151 | 222 | -.017 | 200 |
| | Control, 3rd | | | | | 1.000 | 264 | .426 | 239 | .411 | 237 | ----- | --- | .174 | 223 | -.118 | 216 | .162 | 229 | .081 | 231 | -.143 | 232 | -.015 | 232 | ----- | --- |
| | ESEA, 5th | | | | | 1.000 | 205 | .774 | 167 | .617 | 170 | -.257 | 179 | .163 | 179 | .051 | 172 | .014 | 178 | -.047 | 185 | -.013 | 185 | .080 | 185 | .024 | 159 |
| | Control, 5th | | | | | 1.000 | 236 | .751 | 211 | .572 | 211 | -.260 | 205 | .151 | 205 | -.154 | 210 | .179 | 210 | .165 | 210 | -.221 | 206 | -.026 | 206 | ----- | --- |
| 4. Reading average | ESEA, 3rd | | | | | | | 1.000 | 259 | .346 | 238 | ----- | --- | .060 | 220 | -.093 | 230 | .118 | 236 | .064 | 239 | -.097 | 239 | -.054 | 239 | -.009 | 215 |
| | Control, 3rd | | | | | | | 1.000 | 264 | .551 | 249 | ----- | --- | .236 | 235 | -.111 | 227 | .207 | 239 | .016 | 241 | -.072 | 242 | .008 | 242 | ----- | --- |
| | ESEA, 5th | | | | | | | 1.000 | 205 | .667 | 168 | -.256 | 158 | .261 | 158 | .023 | 150 | -.018 | 154 | -.049 | 161 | -.024 | 161 | -.027 | 161 | -.071 | 136 |
| | Control, 5th | | | | | | | 1.000 | 236 | .679 | 213 | -.266 | 193 | .132 | 193 | -.186 | 200 | .182 | 200 | .220 | 200 | -.190 | 196 | -.009 | 196 | ----- | --- |
| 5. Arithmetic average | ESEA, 3rd | | | | | | | | | 1.000 | 259 | ----- | --- | .083 | 218 | -.108 | 227 | .151 | 233 | .019 | 236 | -.066 | 236 | -.100 | 236 | .048 | 212 |
| | Control, 3rd | | | | | | | | | 1.000 | 264 | ----- | --- | .178 | 233 | -.203 | 225 | .272 | 237 | -.078 | 239 | .004 | 240 | .052 | 240 | ----- | --- |
| | ESEA, 5th | | | | | | | | | 1.000 | 205 | -.175 | 161 | .162 | 161 | .002 | 151 | -.010 | 156 | -.022 | 163 | .121 | 163 | .073 | 163 | .035 | 137 |
| | Control, 5th | | | | | | | | | 1.000 | 236 | -.149 | 193 | .166 | 193 | -.159 | 200 | .107 | 200 | .150 | 200 | -.109 | 196 | .038 | 196 | ----- | --- |
| 6. My Home and Me | ESEA, 3rd | | | | | | | | | | | 1.000 | 259 | ----- | --- | ----- | --- | ----- | --- | ----- | --- | ----- | --- | ----- | --- | ----- | --- |
| | Control, 3rd | | | | | | | | | | | 1.000 | 264 | ----- | --- | ----- | --- | ----- | --- | ----- | --- | ----- | --- | ----- | --- | ----- | --- |
| | ESEA, 5th | | | | | | | | | | | 1.000 | 205 | -.108 | 187 | -.071 | 163 | .002 | 170 | .007 | 177 | -.126 | 177 | -.013 | 177 | -.110 | 150 |
| | Control, 5th | | | | | | | | | | | 1.000 | 236 | -.113 | 211 | .054 | 198 | .024 | 198 | -.1[illegible] | 198 | .080 | 196 | .006 | 196 | ----- | --- |
| 7. My Class and Me | ESEA, 3rd | | | | | | | | | | | | | 1.000 | 259 | -.106 | 221 | .133 | 226 | .004 | 229 | -.030 | 229 | -.131 | 229 | .067 | 204 |
| | Control, 3rd | | | | | | | | | | | | | 1.000 | 264 | -.033 | 222 | .022 | 231 | .074 | 233 | .009 | 235 | .011 | 235 | ----- | --- |
| | ESEA, 5th | | | | | | | | | | | | | 1.000 | 205 | .041 | 163 | .081 | 170 | .137 | 177 | .092 | 177 | .066 | 177 | -.015 | 150 |
| | Control, 5th | | | | | | | | | | | | | 1.000 | 236 | -.005 | 198 | -.021 | 198 | .032 | 198 | .046 | 196 | -.108 | 196 | ----- | --- |
| 8. Teacher, year of birth | ESEA, 3rd | | | | | | | | | | | | | | | 1.000 | 259 | -.781 | 244 | -.162 | 247 | .098 | 247 | -.106 | 247 | -.007 | 217 |
| | Control, 3rd | | | | | | | | | | | | | | | 1.000 | 264 | -.818 | 233 | .033 | 234 | .112 | 237 | .136 | 237 | ----- | --- |
| | ESEA, 5th | | | | | | | | | | | | | | | 1.000 | 205 | -.712 | 179 | -.297 | 179 | -.032 | 179 | .014 | 179 | .019 | 151 |
| | Control, 5th | | | | | | | | | | | | | | | 1.000 | 236 | -.719 | 221 | -.085 | 221 | .260 | 217 | .017 | 217 | ----- | --- |
| 9. Teacher, years of experience | ESEA, 3rd | | | | | | | | | | | | | | | | | 1.000 | 259 | .189 | 254 | -.131 | 254 | -.086 | 254 | -.003 | 227 |
| | Control, 3rd | | | | | | | | | | | | | | | | | 1.000 | 264 | -.158 | 248 | -.078 | 251 | -.069 | 251 | ----- | --- |
| | ESEA, 5th | | | | | | | | | | | | | | | | | 1.000 | 205 | .231 | 186 | .009 | 186 | -.053 | 186 | -.092 | 158 |
| | Control, 5th | | | | | | | | | | | | | | | | | 1.000 | 236 | .055 | 221 | -.281 | 217 | -.127 | 217 | ----- | --- |
| 10. Teacher, morale ratio | ESEA, 3rd | | | | | | | | | | | | | | | | | | | 1.000 | 259 | -.327 | 257 | -.175 | 257 | -.337 | 227 |
| | Control, 3rd | | | | | | | | | | | | | | | | | | | 1.000 | 264 | -.320 | 252 | -.119 | 252 | ----- | --- |
| | ESEA, 5th | | | | | | | | | | | | | | | | | | | 1.000 | 205 | -.227 | 193 | .000 | 193 | -.352 | 165 |
| | Control, 5th | | | | | | | | | | | | | | | | | | | 1.000 | 236 | -.366 | 217 | -.296 | 217 | ----- | --- |
| 11. Teacher, school program | ESEA, 3rd | | | | | | | | | | | | | | | | | | | | | 1.000 | 259 | .537 | 257 | .656 | 227 |
| | Control, 3rd | | | | | | | | | | | | | | | | | | | | | 1.000 | 264 | .184 | 255 | ----- | --- |
| | ESEA, 5th | | | | | | | | | | | | | | | | | | | | | 1.000 | 205 | .490 | 193 | .572 | 165 |
| | Control, 5th | | | | | | | | | | | | | | | | | | | | | 1.000 | 236 | .323 | 217 | ----- | --- |
| 12. Teacher, services | ESEA, 3rd | | | | | | | | | | | | | | | | | | | | | | | 1.000 | 259 | .460 | 227 |
| | Control, 3rd | | | | | | | | | | | | | | | | | | | | | | | 1.000 | 264 | ----- | --- |
| | ESEA, 5th | | | | | | | | | | | | | | | | | | | | | | | 1.000 | 205 | .522 | 165 |
| | Control, 5th | | | | | | | | | | | | | | | | | | | | | | | 1.000 | 236 | ----- | --- |
| 13. Teacher, ESEA | ESEA, 3rd | | | | | | | | | | | | | | | | | | | | | | | | | 1.000 | 259 |
| | Control, 3rd | | | | | | | | | | | | | | | | | | | | | | | | | 1.000 | 264 |
| | ESEA, 5th | | | | | | | | | | | | | | | | | | | | | | | | | 1.000 | 205 |
| | Control, 5th | | | | | | | | | | | | | | | | | | | | | | | | | 1.000 | 236 |

had been included.

Factors Related to Achievement. There are several pertinent observations to make concerning factors related to reading average (variable no. 4) and arithmetic average (variable no. 5) as follows:

- As might be expected, there is a high relationship between reading achievement and arithmetic achievement. This is lower in the third grade at the primary level than at the fifth grade, or intermediate level. Also there is some tendency for a lower relationship in disadvantaged schools at the primary level than in other schools.

- With respect to variable no. 6, the socio-economic measure, My Home and Me, as may be expected, children from better home backgrounds do better both in reading and in arithmetic achievement. This trend is true both in ESEA and Control schools.

- Achievement in both reading and arithmetic is related to pupil attitudes, except in the ESEA third grade. The tendency is for pupils with better school attitudes to do better both in arithmetic and in reading. The fact that there is no such significant trend at the ESEA third-grade level may be some support for concluding that compensatory approaches and objectives through cultural enrichment and "pupil self-concepts" development has been effective in the Title I primary grades. Another possible interpretation is that in ESEA third-grade classes, attitudes toward school are not determined by reading ability, rather by other factors. By the time pupils reach the fifth grade, reading and attitudes are related. Control third grades already have this relationship. When they reach the fifth grade, other things besides reading tend to become important.

- There is a tendency for the relationship between (a) the age of a teacher and/or years of experience and (b) achievement to be greater in the Control schools than in the ESEA schools. Whether this means that, in Control schools more so than in ESEA schools, the more experienced teachers produce better achievement, or that more experienced teachers are assigned classes with pupils with greater potential, cannot be determined from these data.

- Only in fifth-grade Control classes is there a tendency for high teacher morale and pupil achievement to go together. This may mean that achievement is dependent upon other factors, including "compensatory" activities in the other groups, or that morale of teachers is dependent upon factors other than pupil achievement in the other groups.

Factors Related to Pupil Morale. As noted above, there is a relationship observable between pupil views of self and school as measured by the instrument, My Class and Me, and his achievement, except in the third-grade ESEA schools. Otherwise, the following observations are to be made as to factors related to favorable scores on this pupil morale or pupil attitude measure:

- In third-grade ESEA schools, there is a significant tendency for pupil satisfaction to be greater in small classes.
- A general tendency to be expected is that the brighter children, those with high IQ, tend to be more adjusted and more satisfied. This is so significantly in all groups except the ESEA third grade. This may be a credit to the program, the objectives of which would tend to adapt particularly at that level to pupil needs such that intelligence would not be the greatest factor upon which a youngster's success depends.
- A similar observation is to be made for the relationship between satisfaction and reading and arithmetic achievement. This tendency is less in the third-grade ESEA schools, meaning that a child's satisfaction with school is less likely to depend upon academic achievement in these two areas.
- There is some tendency for a pupil's satisfaction with school to be related to his home environment, but there is no difference of significance between the ESEA and Control pupils (fifth-grade) in this regard.
- Pupil attitudes appear not to be related in either ESEA or Control schools to the age of teachers, or teachers' years of experience, teacher morale, or teachers' view of the adequacy of the school's program.

Factors Related to Teacher Morale. The effectiveness of any educational program might be expected to depend upon morale of teachers. Therefore, it is of interest to examine the relationship of morale to other measures. The following observations may be derived from Table 17:

- Only in third-grade ESEA schools does teacher morale tend to depend upon class size. This might be expected since presumably there is a greater and more difficult task in primary grades, particularly in the disadvantaged areas with children low in readiness and aptitude for schooling. A constructive contribution of the ESEA program in the elementary school, plus efforts of the school district independent of the Federally supported program, is the lower average class size in the ESEA schools. This is a desirable contribution which is supported by considerable research on the subject of class size.[1/]

- Pupils with higher IQ's tend to be with teachers of higher morale in the ESEA third grades and Control fifth grades.

- In contrast with pupils in other groups, only pupils in Control fifth-grade classes with high achievement averages in reading and arithmetic tend to be with teachers with high morale.

- Teachers' morale, both in ESEA schools and in other schools, does not tend to be related either to the child's home background or his attitudes toward school.

- The younger the teacher in the ESEA schools, the poorer the morale, while older teachers in these schools have better morale. This may be because the younger teachers may be overwhelmed, and the older teachers who stay in ESEA schools may prefer to be there. Related to this is the tendency in the ESEA schools for the teachers with more experience to be happier. This is quite in contrast with the reverse observed in the Control third grades where there is a tendency for the least experienced teachers to have the highest morale. This may have implications for effect of the staff training program and in-service activities plus the general impact of the ESEA Title I program.

- As to be expected, teacher morale is related to a teacher's judgment as to the quality of the school program, including particularly the rating of teachers in ESEA schools of the Title I program.

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[1/] Furno, Orlando F. and Collins, George J. Class Size and Pupil Learning. Baltimore City Public Schools. October 1967, Baltimore, Maryland; and National Education Association, Research Division. Class Size. Research Summary 1968-S1. Prepared by Sherrell E. Varner. 1968, Washington, D. C.

# THE SUMMER 1968

Though no sophisticated research design was possible for evaluating effects of the summer program, considerable information was derived by means of pupil interviews, principal interviews, teacher evaluations, and observations by evaluation staff during the course of the summer program. The following paragraphs are a synthesis of considerable information derived in this manner.

## The Impact on Pupils as Seen by Pupils

As seen by pupils, the summer school was a desirable place in which to be. This may be attributable to the fact that it was voluntary. When pupils were interviewed and asked what they would rather do - go to school or stay home for the summer - a vast majority of them, 168 out of 178, indicated that they would rather be at school. Also, when asked why they were going to summer school, it was evident that the bulk of them were there because of their own free will or that of their parents. Of the 178 pupils interviewed, 155 indicated it was because they wanted to do it themselves or their parents told them to go to school. Apparently the summer pupils were those who had the will and interest to extend the school year into the summer.

The things which appealed to the children themselves were largely peripheral to the immediate objective of verbal learning. When asked about things they liked about summer school, they emphasized the cultural enrichment program, the physical education activities, the music, and the art. There was also frequent mention of the snack break.

Whether or not the summer program had an immediate impact on non-school behavior of pupils with reference to the reading objective is not readily ascertained. When they were asked what they did after school, only about 35 percent of them mentioned reading. This may represent a high positive influence of the summer program on their interest in reading, in light of the background of the majority of pupils who attended the summer program. However, the response frequency of reading after school is low as compared to such things as looking at television or just playing.

In further support of the general enthusiasm of pupils for the program is the fact that when they were asked the question, "What about summer school do you not like?" (even with considerable prompting by interviewers), the vast majority of them had nothing to bring up about things they did not like. It should be emphasized also, that as an indicator of the general favorableness of the school environment of the summer operation, a good percentage of pupils, almost half, mentioned that they liked the teacher.

What has been said above concerning the impact of the cultural enrichment program on the pupils is further confirmed by questions to pupils on what they were doing in summer school that they did not do before in school. The great difference between the summer program and the regular program is the non-academic activities, such as cultural enrichment. Pupils mentioned the trips; they mentioned the activities, such as sewing and art work, which they saw as the difference between the summer program and the regular school program. This, of course, is the prime characteristic of the program; it concentrates on the one intellectual objective of the language arts area, the reading, but implements it by means of supplemental activities in a manner which is enticing and attractive to the learners.

The satisfaction of pupils with the summer program is further supported by the fact that the vast majority of them felt that they were doing better in summer school than in the regular program.

A large percentage of elementary pupils in the summer program hope to go through senior high school or beyond. Over half hope to graduate from college. This means either that the pupils attending the summer program are largely those who are already school-oriented, or that the favorable environmental conditions of the summer program have induced them to have a motivation for staying in school.

From information on the occupational characteristics of father and mother, it is evident that a majority of the pupils attending summer school came from cultural conditions which would indicate that they were educationally disadvantaged.

## Features and Outcomes as Seen by Teachers and Administrators

The 108 sample teachers in the 36 summer schools were asked to list what they considered to be the best features of the summer program. Sixty-six of these mentioned the cultural enrichment experiences, including trips out of school and activities in school. This was the most frequently cited single item. Substantial numbers of the teachers, in reply to this open-end question, mentioned the availability of classroom materials and equipment, smaller classes with opportunity for individual attention, the organization of the program with its freedom from pressure, and a more relaxed atmosphere and improved informality in the learning environment.

This confirms information from pupils themselves regarding the best features of this program. The absence of pressure, reduced congestion, and general conditions of pleasantness, as observed in classrooms by members of the evaluation team, resulted in enthusiasm on the part of teachers as well as pupils.

As to outcomes of the program, with respect to two specific objectives, teachers were asked to express judgments as to how well the program improved the relationship of school and home and the attitudes of children toward learning and school. A tabulation of their ratings on these items appears in Table 18. As may be seen, a majority of teachers responded "very well" to the question of how well the summer program functioned in improving children's attitudes toward learning and school. As a matter of fact, a vast majority of them answered either "very well" or "fairly well." Although the ratings were high on improvement of relationship of home and school, in the judgment of teachers this objective was not attained as well in the summer program as was the first objective.

One hundred and six, almost all, of the 108 teachers indicated that their participation in the summer program was a worthwhile experience professionally.

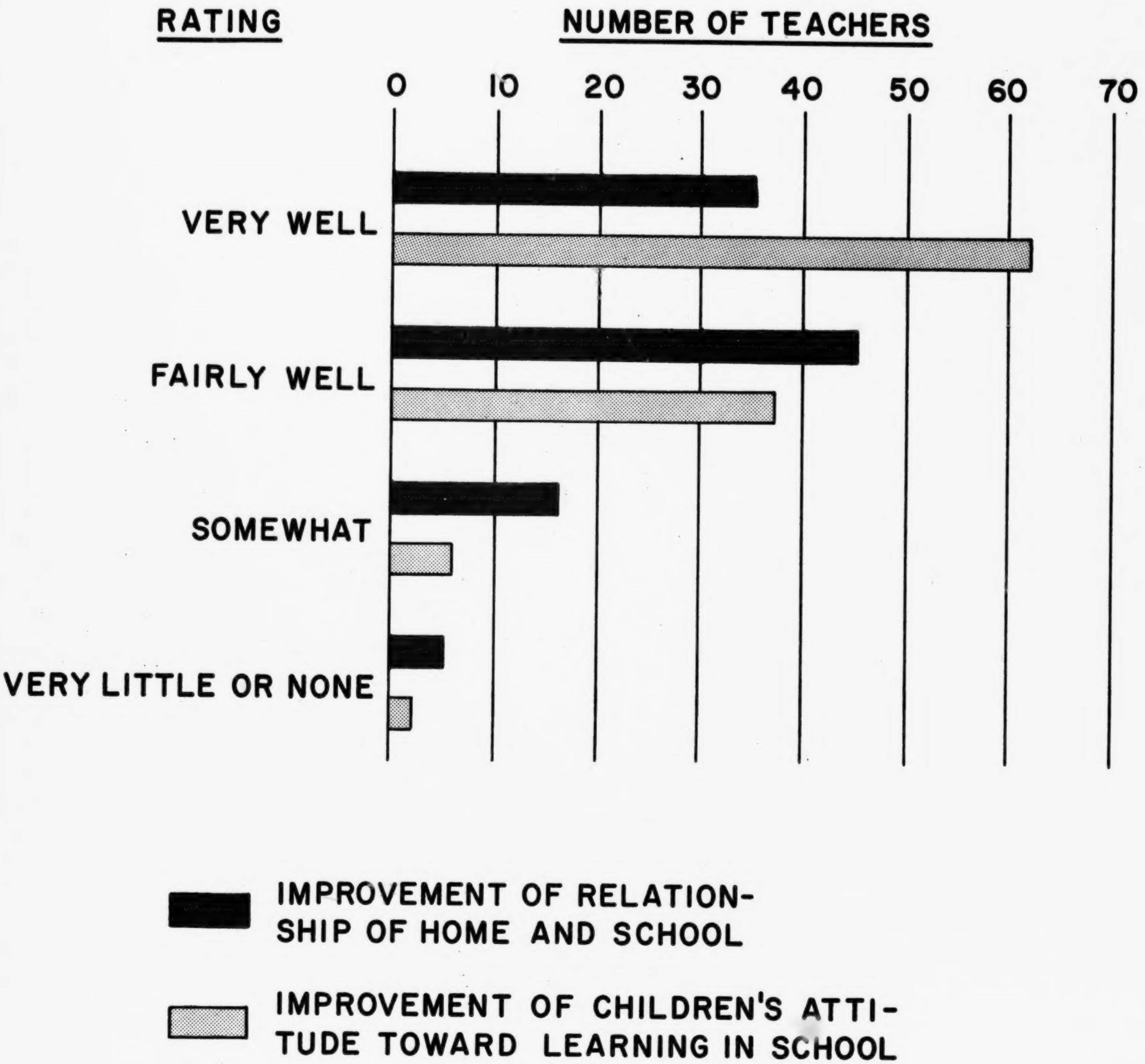
Most principals felt that an improvement in attitudes was the most significant accomplishment of the summer program. (See Table 19.) Although improvement in reading was the main goal of the summer program, only six of the 16 principals indicated that they felt that this was accomplished. Only three of the six indicated reading improvement as a first response. The ten principals who did not mention reading achievement were questioned about its omission. All responded that in six weeks extremely little and most likely no measurable growth in reading

Table 18

## OPINIONS OF 108 TEACHERS AS TO TWO POSSIBLE EFFECTS OF THE SUMMER PROGRAM

| Rating | Number of teachers rating | |
|---|---|---|
| | Improvement of relationship of home and school | Improvement of children's attitude toward learning and school |
| Very well | 35 | 62 |
| Fairly well | 45 | 37 |
| Somewhat | 16 | 6 |
| Very little or none | 5 | 2 |
| No response | 7 | 1 |
| Total | 108 | 108 |

# RATINGS OF 108 TEACHERS ON EFFECTIVENESS OF TWO SUMMER SCHOOL OBJECTIVES



Educational Research Services, Inc.

## Table 19

## RESPONSES OF 16 PRINCIPALS TO OPEN-END QUESTION ON OUTCOMES AND ACCOMPLISHMENTS OF SUMMER PROGRAM

| Response | Number of Principals |
|---|---|
| Change in attitude toward school | 11 |
| Improved pupil interaction | 7 |
| Improvement in reading ability | 6 |
| Change in attitude toward reading | 5 |
| Improved speaking habits | 5 |
| More relaxed and happy | 5 |
| Improved pupil-teacher interaction | 4 |
| Improved self-image | 4 |
| Teacher improvement | 4 |
| Improved writing habits | 3 |
| Individual child reached | 3 |
| Awareness of neighborhood and outside of neighborhood | 1 |
| Keeps children occupied | 1 |
| More specific skill teaching | 1 |
| Interest of parents | 1 |
| Cultural enrichment | 1 |

could take place. When the principals were questioned about the reason for the change in attitudes, the usual response was that summer school is so different from winter school in that classes are smaller, different materials and techniques are used, and, in general, summer school is more fun.

## The Reading Orientation

The title of the summer project was designated as "Increasing Competence in Reading through Language Experiences and Cultural Enrichment Opportunities." On the basis of conversations with teachers, principals, and others during the summer, some pertinent findings are to be reported on reading instruction as such. According to initial plans, the vast majority of teachers reported a schedule of the full 60-minute daily reading period. For various reasons, a substantial number of teachers reported something less than 60 minutes available for the daily language arts. This is to be expected because of the general-comprehensive approach of the program.

As implied by the title, the resultant summer school programs in the various schools emphasized the improvement of all language skills and expansion of the child's experiential and cultural backgrounds. The ultimate aim of the program presumably was to bring about a higher level of reading achievement. The basic assumption underlying a program of this nature is that a child with a limited background does not possess the concepts, skills, and understandings in order to comprehend or to interpret what is read. Also, because of the interrelationship of all language skills, including reading, one skill cannot be improved without simultaneously instructing in all.

It is not surprising from the standpoint of the basic approach for the summer program that some principals considered the summer period too short for measurable improvement in reading. However, it is likely that some children could benefit from the direct-specific approach. The observations of the evaluation staff indicated that the functioning level of the language of many children in the area served in the summer program schools is above the difficulty of the material they can read. This raised the question of the greater need for the specific-direct approach rather than the general-comprehensive approach which was followed.

In a sense, this raises a question of the tenability of the objectives of the summer program. Reading *per se* was not emphasized; there was no systematic, school-wide evaluation and testing of reading. Information from a sample of 108 teachers representing all 36 of the summer schools indicated that individual pupil progress measurement in reading was clearly informal for a majority of them. This is not to deny the justification of the program in terms of what actually transpired. The observations of principals, teachers, and others about the value to the children attending is highly favorable. However, the question is, "Is this the best means by which progress can be made in the improvement of competence in reading?"

This relates to the question of the manner of selection of pupils. Some questions can be asked as to whether the pupils attending the program were those who most needed to attend if the objective was to make up the "deficit in achievement" in reading.

## Pupil Selection for the Summer Program

All of 16 principals visited indicated that letters were sent to the homes of all children who were in the grades eligible for summer school, informing the home of the child's opportunity to attend. One school considered grades kindergarten through third, another kindergarten through fourth, and the remainder considered kindergarten through fifth.

The teachers were asked to eliminate those children with poor attendance. In all schools except one they were asked to eliminate the children who were behavioral problems. Behavioral problems often are the result of a child's inability to achieve or an outward manifestation of a negative attitude toward school. These children with behavioral problems are probably the ones with the greatest need for a change in attitudes and an increase in achievement. The one school that was the exception deliberately chose some boys who were considered social problems and made up two special all-boys classes with the younger boys in one class and the older boys in the other. There were other schools identified in which there were special classes of this nature.

Only four of the schools accommodated all of the children who applied. Two of these schools reported that they went into the community to recruit pupils in order to obtain an appropriate number of pupils. Of the remaining twelve schools which could not accommodate all those who applied, one school chose the youngest ones first, three chose those with the greatest need for language skills development, and the rest selected pupils according to the order in which applications were received or let the teacher decide which children would attend. In some cases selection gave priority also to grade level. This might eliminate some pupils with greatest need.

Except in the cases where acceptance was based on the greatest need, the procedures for selection resulted in several schools having individual children or entire classes which were reading at or above grade level. One principal reported that approximately 900 children applied but only 425 were selected, and that some children who were reading above grade level were deliberately chosen. To select children reading at and above grade level when there are children on a waiting list reading below grade level may be justified on several grounds, but would appear to be in direct opposition to the objectives of the program.

Evidently, such considerations were not a concern to teachers participating in the program, because a majority of them (90 of 108) were of the opinion that the pupils selected to attend their classes were those most in need of the summer program.

## Organization and Planning

Preparations for the summer school program involved organization of planning committees for each of the individual schools and a city-wide summer orientation program. Administratively, planning committees worked under the guidance of Area directors. The intent was for each school's planning committee to consist of regular principals and vice-principals of the building plus principals and vice-principals of the feeder schools, the summer principals, the summer instructional consultant, and parents of the children in the program. In practice the composition of planning committees varied from this pattern.

The planning for this summer was in some instances primarily an adaptation of plans from the previous summer. One feature of the planning was the emphasis upon individual school programs encouraging adaptation in the respective schools. Allowing each school to develop its own plan resulted in many different kinds of materials and activities being used in the various schools. The city is to be commended for allowing freedom from standard and traditional approaches. With proper evaluation, the winter school and future summer schools could profit from this variety.

Another feature of the preparation for this summer program was the series of orientation sessions held in Poly-Western High School prior to the opening of the summer program. Twenty of 108 teachers who were queried considered these sessions to be of no value or of little value. Thirty-six, or approximately one-third, considered the sessions of some value. Fewer than half rated these sessions as useful; only 19 of the 108 teachers considered them very useful.

A number of teachers commented that the general sessions were too long and too numerous, and that more faculty planning sessions should have been incorporated. Noted also were the physical discomfort of the teachers in the overheated meeting rooms, the lateness of starting, and the teachers' sense of being tired because the meetings followed a full regular teaching day.

### Professional Personnel

Of 16 principals interviewed, 10 held a Bachelor's degree and 6 held a Master's degree. All had completed courses in reading and language arts. Some had preparation in remedial reading and/or diagnosis of reading difficulties. Some had credits in speech education courses.

In some respects, teachers in the summer program appear to be a cross-section of the total teaching staff of the elementary school division. For instance, the average number of years of experience is just short of 10, which is comparable to the average years of experience of the regular elementary teachers in Baltimore City Public Schools. The vast majority of teachers in the summer program are those who are regular classroom teachers during the regular school year. Sixty-nine of 103 teachers, somewhat above half, had Bachelor's degrees only; 23 had credits beyond the Bachelor's degree but less than a Master's degree; 10 of them had Master's degrees, and only one had a Doctorate.

Teachers themselves rated their ability to develop language skills in children good to excellent, although only 28 of them considered themselves competent at the excellent level. Only 5 of 103 teachers indicated that they had a college degree with a major in reading. A majority of summer teachers, 93 out of 108 in the sample, had separate courses in fundamentals of reading, either undergraduate or graduate. Others had language arts courses which included reading. Forty-nine of 108 in the sample had separate courses in remedial reading and/or reading diagnosis. It therefore appears that the teaching staff in the summer program possessed appropriate training backgrounds consistent with the reading emphasis.

The selection of the teachers was a matter of some concern to some principals. Since seniority, equal selection from all Areas, and previous summer school experience as well as racial integration, were requirements for acceptance, there was some question as to whether the best available teachers always were those chosen. However, all of the principals interviewed were pleased with the general overall quality of their classroom teachers, and some felt that all of the teachers were exceptional in ability, attitude, and dedication.

## Facilities, Materials, Equipment, and Supporting Staff

For combined school year and summer, financial resources for this program do not include substantial sums for debt service and capital outlay. One of the most dramatic variations among schools particularly during the summer months is the difference in physical environment required for learning. The contrast between the old and the new buildings in terms of appropriateness and convenience of environment was considerable. As one principal put it, "Why should pupils go to school under conditions like this when they could be in a swimming pool?" A few of the schools with modern "relocatables" and proper environmental conditions were quite in contrast to older buildings without such additional facilities. There were also variations in the availability of special spaces, such as: libraries, auditoriums, and physical education stations that made a great difference to the convenience of those working in the program and to its effectiveness.

Of 108 teachers contacted, 94 answered affirmatively to the question concerning whether or not special instructional materials were effective and adequate. In addition to the regular teachers and administrators in the summer program, there were specialists and resource personnel referred to in teacher evaluation reports as one of the positive features of the program. The specialists included art, music, and physical education personnel. Frequent reference was made by teachers to the assistance they received from aides. Some principals indicated a need for additional professional staff of nurses, speech teachers, and other resource teachers.

In some schools there appeared to be some dissatisfaction with the art, music, and physical education aspects of the program.

In one school the comment was made that all enjoyed and appreciated the services of aides, but indicated that more were needed because sharing one aide with four teachers in that school was found difficult. The vast majority of teachers in their evaluation reports indicated that they received assistance through services of special personnel, as was the plan.

The enthusiasm of most teachers, with reference to materials and equipment, is supported by interviews with principals. When asked, "What, if any, materials and/or equipment were needed but not available?" a substantial proportion, 7 of the 16 principals, had no items in mind. There were miscellaneous responses from some schools. In two instances, it was indicated that at the time of the interview all the materials had not been received. Specific materials were mentioned in a couple of instances. Three referred to library books, several mentioned specific items of equipment such as: sound projectors, listening posts, record players, photo copiers, TV sets, tape recorders, control readers, etc. In general, however, the situation seemed to be one in which there was satisfaction with the supplies made available. About half of the principals indicated that their schools had all the materials and equipment that they needed. Those who did indicate a need did not consider it a serious one. Many indicated that the availability of the materials and equipment on the day that school first opened was better than it had been in previous years.

## Special Programs

One of the features of the program was its encouragement for a variety of activities related to its objectives. In individual schools there was, as noted previously, opportunity for experimentation and such special programs as the following were noted: a language skill program centered about and concerned with survival, another centered around science, another centered around urban redevelopment in a school located in a neighborhood which was in the path of a new interstate highway, special classes for problem boys, language skills developed through dramatics, a community relations program, a language laboratory, and concentration upon instruction in individualization.

One school had a special program that was arranged for children with pronounced speech, learning, and hearing impairment problems. The plan called for enrolling approximately 75 of these children. Actually, 46 children were enrolled in the program. They came from all parts of the city. Eleven of them were kept together as a class, and the rest of them were placed throughout the school in regular classes. Four speech teachers and two aides were assigned to work with the children. One teacher worked with a class of 11. These pupils also received individual instruction from one of the other three teachers. The other teachers worked with individuals or groups. The children who were assigned to regular classes came to a speech teacher each day.

A special feature of the summer program, educational television, was directly related to language arts.

## Educational Television

During the summer ESEA Title I program, two television shows were used for instruction. Of a random sample of 108 teachers in 36 elementary schools, 20 reported that their classes saw The Black American in History and 70 reported that their classes listened to Searching for a Star. (See Table 20.) An impressive majority of the teachers reacted very favorably to the special television series, Searching for a Star, which had as its objective improvement in oral English. The Black American in History was not evaluated.

On the basis of 210 questionnaires answered by teachers whose pupils saw the series, and taped conferences in which two different groups of teachers reacted to the show, the following comments can be made about Searching for a Star. The series:

- was an entertaining and effective means of teaching (See Table 21.)
- stimulated natural and generally correct responses on the part of children
- successfully instilled the lessons, "Speak clearly, speak just right, and don't mumble," into the minds of the children
- led to knowledge of unfamiliar words and animals and improved speaking, reading, and listening skills

There were a few minor negative reactions from some teachers relating to appropriateness for their particular classes and to difficulties in scheduling telecasts so as not to interfere with trips and other activities.

Since Searching for a Star proved successful, repeated broadcasts of this and similar educational shows is recommended. Careful selection of films suitable to each grade level and daily drill, either before or after telecasts, is recommended on the basis of teachers' comments.

Table 20

## CLASSES REPORTED LISTENING REGULARLY TO SUMMER ETV PROGRAMS RANDOM SAMPLE OF 108 TEACHERS FROM 36 SCHOOLS

| ETV Use | No. of classes |
|---|---|
| Searching for a Star | 63 |
| The Black American in History | 13 |
| Both | 7 |
| None | 25 |
| Total | 108 |

## Table 21

## TEACHERS' EVALUATION OF "SEARCHING FOR A STAR" PROGRAM

Random Sample of 108 Teachers from 36 Schools

| Rating | Number of teachers rating |
|---|---|
| Excellent | 22 |
| Good | 32 |
| Fair | 14 |
| Poor | 2 |
| Total | 70 |

## Gaps and Shortcomings in the Summer Program

In view of the large number of individual responses elicited in the questionnaires, as well as in the relatively formal interviews and informal discussions with summer school personnel, there were very few serious shortcomings uncovered. Indeed, the general feeling was one of excitement and enthusiasm, and many of the "gaps" in the program seemed to be described with an attitude of offering suggestions for the future rather than in the form of complaints. When teachers were asked to indicate what they thought the important lacks or shortcomings of the program were, 29 of the 108 teachers interviewed had no recommendations to make.

However, about a third of these teachers indicated some difficulty with the cultural trips and activities which had been planned. Perhaps because this aspect of the program had been considered by most teachers to be a particularly significant contribution to the child's experiences, the problem which occurred in this area seemed particularly important to them. In a number of cases, trips which were planned and announced were not followed through. Some teachers felt that there should have been many more scheduled. In addition, a number of them did not interest the children or were above the child's level. Some principals felt that the cultural trips could have been better scheduled and planned. For example, bus requisitions were required two weeks in advance. In addition, it was necessary to spend several days making up the requests and allowing time for them to be delivered to the central office. Consequently, the teacher had to decide on a trip about two and a half weeks in advance. There was further delay in confirming the bus requisition, so the teachers sometimes did not know until two or three days prior to a planned trip that transportation would be available. A number of teachers also observed that some trips were not available because of the grade level of their children.

Other limitations and difficulties in the programming were referred to by teachers. About ten percent observed that there were insufficient resource personnel for all pupils to have suitable programs. Scheduling difficulties were also reported by some teachers. Some felt that there was not enough time to do an adequate job in any one area, that there were too many activities interfering with the goals of the program. The four-hour school day, physical education, snack time, special activities or library, and art or music, left insufficient time for reading and language arts. In addition, children had to be moved around too much, which added to the difficulties of both teacher and pupils. Principals also had some objections to the need for children to leave the building and walk to another, although the schools were nearby. Another difficulty from the teachers point of view was an inadequate amount of preparation time, either daily or over the whole six weeks.

Some principals commented that the curriculum coordinator was not present for the entire six weeks. One principal reported that his curriculum coordinator left after the second week and was not expected to return.

Ten percent of the 108 teachers interviewed made comments about the discomfort of the classroom, observing that the heat and lack of air circulation interfered with learning, as well as with the efficiency of the teacher. Twelve percent of this sample group of 108 teachers reported equipment or materials to be lacking, insufficient,or not in good order.

Several teachers reported that class size varied from day to day, that a large number of pupils arrived late often or were absent. There was also some comment about the lack of background information on the children. Teachers made a number of other comments, of low frequency, such as need for additional aides, more adequate screening of children, and the need for additional recreation.

In interviewing principals, the investigators elicited some feeling of difficulty with the art, music , and physical education programs. These were included in the summer program in order to provide additional modes of expression and enrichment, but some principals noted that the resource people brought a set program to the school, and the school had to plan around them. Some classes had more of these three subjects than they would have had during the regular school day.

A few teachers and a number of principals observed that the summer school program seemed to be competing with other community programs.

Direct observations of the program at work made by the evaluating team, as well as interviews with teachers, indicated that children's IQ and reading scores were referred to frequently in determining their ability to learn, although in disadvantaged areas, these scores more often reflect the degree of deprivation than intelligence or ability.

Some principals suggested that social workers and counselors should not be transferred from their regular assigned schools for summer school assignments, since they provide an excellent means of communication with the community and help the new faculty members in apprising them of the particular interests of the community. Transferring such specialists for the summer interferes with the rapport which they have already developed, and there was only limited time for a new specialist to acquire this during the summer school session.

There were a number of children who wished to attend the summer program and were not enrolled because quotas were filled. Several principals suggested that all children in the same family who wished to attend should be accepted. Principals made additional suggestions such as provision for enrichment classes, more adequate records on pupils' serious medical problems, personality, etc., and provision of security guards to protect equipment and materials. Some also thought teacher selection procedures and intense training for those who participated in the selection of teachers should be included in the summer program.

# CHAPTER VII

# RECOMMENDATIONS AND SUGGESTIONS

An overview of findings with some interpretation leads to several conclusions regarding the effectiveness of the Elementary Basic Skills Program in the Baltimore City Public Schools.

## Evidences of Effectiveness

In the assessment of information which has been compiled in this evaluation, much depends on some frame of reference concerning what constitutes the "disadvantaged," what is appropriate education for them, and how this may be achieved. The evaluation team is aware of the fact that many facets of this subject have not been subjected to scientific investigation. Nevertheless, there has been accumulated a considerable body of knowledge concerning what seems to be considered acceptable points of view and acceptable practices in the "state of the art" for educational programs for the disadvantaged. 1/

Without question, information derived from this kind of analysis points to a predominance of positive effects and contributions in Baltimore of the ESEA Title I Program for Elementary Basic Skills for the year 1967-68 and the Summer 1968. In summary,

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1/ Literature from various disciplines points to theories and emerging research on the problems of educating the disadvantaged but these have not yet been incorporated into the formulation of programs for the disadvantaged. As one source puts it, "The research base for formulating specific objectives appropriate to the development of capacities of children from various environmental backgrounds is still in the making." See, for instance, Smiley, Marjorie B. "Objectives of Educational Programs for the Educationally Retarded and the Disadvantaged." The Educationally Retarded and Disadvantaged. The Sixty-Sixth Yearbook of the National Society for the Study of Education, Part I, Ch. VI. Chicago: The National Society for the Study of Education, 1967, p. 139.

the following may be said to the credit of the Baltimore City Public Schools in its operation of the Elementary Basic Skills project:

- Properly interpreted were the guidelines and the objectives of the Act by a concentration of the program in the "inner-city" area of Baltimore in which exists the most serious poverty conditions and low environmental conditions for children.

- There is good evidence that the school system has kept the project "on target," in the sense of undertaking those practices which appear to be desirable for achieving objectives. For the regular school year teachers themselves considered objectives for the program fairly appropriate. Because of the concentration of ESEA Title I in the summer program, it was easily seen that the reading and language arts goals were controlling and that appropriate activities were taking place.

- There is considerable evidence, particularly at the fifth-grade level, to show that achievement in basic skills in ESEA elementary schools is up to the level, or better than that, of other schools in the city system, taking measures of disadvantage into account. That this does not appear statistically for third-grade pupils may be a further credit to the program, since, in accord with generally accepted theory, the emphases in the primary grades are on preparing children for "readiness," and on "interest," "self-concept," and other affective considerations essential in the early grades. Moreover, according to current knowledge on the subject, the most manifest stage of educational deficits for the disadvantaged is in the upper grades.

- On the positive side, also, is the clear impact of accomplishment in the affective domain. Recognition of the important personal and cultural needs, as well as the skill needs, is apparent. Judgments of the majority of participants and observers indicate a positive effect on pupil attitude and morale. Without doubt, particularly in the summer program, the non-academic enrichment activities, both within the schools and outside, have been appropriate and related to suitable objectives for the disadvantaged.

- Conditions for teaching and learning have been improved in the elementary schools participating in Title I. Class sizes have been reduced and are, on the average, somewhat smaller than class sizes in other schools. There has been available to teachers more resource persons, specialists, materials, and equipment. The teachers themselves reported an excellent to good effect of the program on teacher working conditions. In-service training, an essential item, has been provided. The special programs, such as the summer ETV programs, along with other audio-visual aids which facilitate the work of the classroom teacher, are commendable. As noted in the summer program, there is, in particular, an organizational approach which encourages innovation, the exploring of new ideas, methods, materials, and equipment in a relaxed, informal atmosphere conducive to good learning-teaching situations.

- It goes without saying that the key to the success of this project rests with teachers. It is the judgment of those working with teachers that staff morale in the ESEA schools has improved. At the least, it may be said that, overall, the morale of teachers in the ESEA schools is comparable to that in other schools. For the most part, personnel working in classrooms in the elementary ESEA Title I project are dedicated and oriented to the goals of the project.

## The Base for Increasing Effectiveness

Despite the overall positive rating that is to be given Baltimore on the Elementary Basic Skills project, there are the negative findings to be considered. Some dissatisfactions which have been noted are of a type to be expected in small frequency, but some observations indicate fairly substantial dissatisfactions.

The Federal Role. Their implications are to be interpreted only by an examination of the total program of the Baltimore City Public Schools of which the ESEA Title I is but a part. The nature of the Federal program, which is accountable to state and Federal levels, leads one to view it to the exclusion of other activities of the school system directed at the same or similar ends. What improvements are to be made? More appropriately, we should ask the question: "What advances can we make taking both the Federal program and the total Baltimore City Public School program into account?"

First of all, there is some doubt that a city like Baltimore could rate 100 percent on a program such as this. According to some students of the subject, it would be impossible to do the best on a task such as this without considerably more funds, whether derived from the Federal government or other sources. It has been estimated that it would take a $1,000 per pupil expenditure to satisfactorily do a saturation program for the disadvantaged. 2/ Resources in Baltimore are considerably less than adequate for providing education to serve needs for the disadvantaged and others, as we know them today.

The Baltimore Program. One must take into account further the fact that the City of Baltimore was not standing idle on the problem prior to the 1965 Act. Thus, in an evaluation it is necessary to isolate contributions of Federal funds from contributions which might have been made anyway. It should be emphasized that, although this evaluation was theoretically not concerned with the total elementary education program in the City of Baltimore, there is considerable evidence that all of the objectives of the Federal program are encompassed in the objectives of the regular elementary program in Baltimore. We refer here, for example, to A Guide to Elementary Education, an impressive and scholarly document which contains for teachers an orientation for elementary education which is highly pertinent. The philosophy of elementary education for the school system in this document covers objectives of the Federal program in ESEA Title I. For instance, it treats the subject of "education and urban society," points out that factors within the child related to learning deal with "self-concept," refers to environmental factors such as "influences of the family," appropriately recognizes the necessity of viewing "each child as an individual" in order to provide adequately for his needs, and provides for "optimum opportunity for optimum development for the abilities of each of its citizens."

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2/ Chandler, E.J. and Bertolaet, F. "Administrative Problems and Procedures in Compensatory Education." The Educationally Retarded and Disadvantaged. The Sixty-Sixth Yearbook of the National Society for the Study of Education, Part I, Ch. XIV. Chicago: The National Society for the Study of Education, 1967, p. 316.

Who are the Disadvantaged? Before judgments are made of the Title I aspects of the total elementary program, it is necessary to ascertain the Federal role. Raising such questions seems academic, but it is not an academic question to consider what constitutes the "disadvantaged," the object of the Federal part. A case in point is the material in Table 22 derived from the sample analysis reported in Table 14. It shows a deviation in reading achievement in fifth-grade pupils, some of them in ESEA schools and some of them in other schools, from what would be expected if they were all the same as to IQ and home background. This does not show why some children are achieving below such expectations - whether it is lack of motivation, cultural disadvantage, economic deprivation, or simply ineffective education. But it does show that there is as much retardation, as measured in this way, in schools not participating in the ESEA program as in those that do. Moreover, the amount of achievement of pupils in excess of expectation is as great, if not a little greater, in ESEA schools as in the others.

## Pinpointing Pupil Needs

If the prime objective is that of remediation, a program such as the Elementary Basic Skills Program might best be reoriented to pupils most in need of it, not schools or neighborhoods exclusively. The implications of this or possible redirections for the future of this program appear in paragraphs which follow.

Some students of the problem of education for the disadvantaged warn that objectives are often established which are general, ambiguous, unstated, or formulated in terms of educational hardware, personnel, or program organization. Such objectives "might lead to the conclusion that the major purpose of these programs is to facilitate

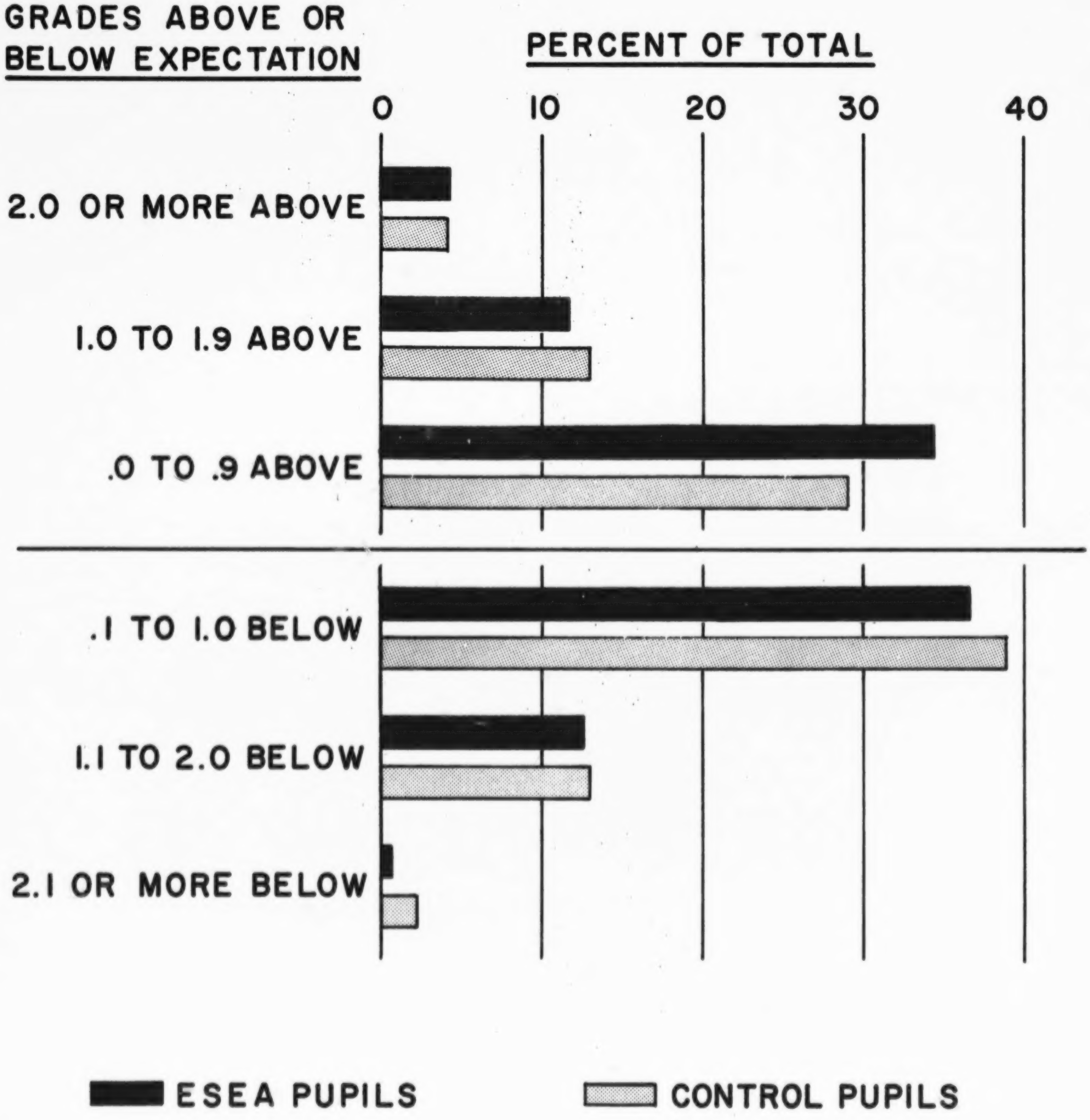
## Table 22

## DIFFERENCE BETWEEN READING ACHIEVEMENT LEVEL AND EXPECTATION ON BASIS OF I.Q. AND HOME BACKGROUND,

Sample Fifth-Grade Pupils in ESEA and Control Schools

| Grades above or below expectation | ESEA | | Control | |
|---|---|---|---|---|
| | Number | Percent | Number | Percent |
| 2.0 or more above | 7 | 4.3 | 8 | 4.1 |
| 1.0 to 1.9 above | 19 | 11.8 | 25 | 13.0 |
| 0.0 to .9 above | 55 | 34.4 | 56 | 29.0 |
| .1 to 1.0 below | 58 | 36.3 | 75 | 38.9 |
| 1.1to 2.0 below | 20 | 12.5 | 25 | 13.0 |
| 2.1 or more below | 1 | .6 | 4 | 2.1 |
| Total | 160 | 100.0 | 193 | 100.0 |

# COMPARISON OF FIFTH-GRADE ESEA AND CONTROL PUPILS ON DISTRIBUTION OF READING ACHIEVEMENT VERSUS EXPECTATION BASED ON I.Q. AND HOME BACKGROUND



Educational Research Services, Inc.

the operations of the schools rather than to effect changes in the knowledge, skills, and attitudes of the disadvantaged." [3] There is also the need to guard against simply putting children into special classes with some increased funding in special materials, that is to say, with more money continuing the same thing. According to some students of the subject, "... there is no reason why this in itself should have more than minimal - possibly temporary - effect." [4] The above leads to the conclusion that a good step forward would be to use the limited resources available through Title I by concentrating on objectives, programs, and services in a manner which would more directly reach specific needs of individual disadvantaged pupils, as is the purpose of the Act.

Implications. Developing a program in such a manner as to concentrate more on those pupils most in need entails basically:

(a) an allocation of more funds to personnel and equipment for the identification of individual pupil needs

(b) more resources for planning and development activities which continuously seek out and encourage those curricular activities and practices which intervene most effectively, whether concerned with the academic remedial function, compensatory enrichment, or non-cognitive needs

(c) differentiation of treatment so that some pupils in a single class receive one type of emphasis, some another.

A general classroom atmosphere of pleasantness would undoubtedly be effective for all. Some would need cultural enrichment yet, if the objective is reading, it well may be that many pupils would need more specific development of reading skills rather than trips, excursions, or other cultural activities.

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[3] Smiley, *op. cit.*, p. 128

[4] Deutsch, Martin and Associates. *The Disadvantaged Child*. New York: Basic Books, Inc., p. 13.

More Operational Definitions. The Baltimore Program has creditably moved a step beyond the generalities which are commonly used to describe the purposes of such programs. We refer here to such goals as "raising cultural sights," "developing positive attitudes," and "producing behavior acceptable to society." In the operating program, more can be done to redefine the objectives in operational or behavioral terms, such that:

(a) they may be concretely understood and known by teachers, administrators, and others

(b) operations of the program can be as realistically as possible related to objectives

(c) expected outcomes can be more specifically identified and measured.

The foregoing should not only contribute to improving the program, but also assist in communications needed to overcome apparent lack of knowledge or misunderstandings about it among operating staff.

Program Planning and Development. If an effort is to be made to direct the project toward most important needs, there might be justification for allocating more resources to program planning and development. Resources of a "research and development" type associated with the administration of the program could keep it continuously adapted to the latest knowledge about how to produce most effective results. A current byword in education is "innovation." Experimentation and innovation, to provide better differentiation of instruction and more fully meet needs implied by the purposes of the Act, seem to be in order. Whatever this leads to, e.g., more non-graded classes, team teaching, coordinated teacher activities, multi-level grouping, greater flexibility, greater individualization, etc., is desirable and must be developed by those who are to operate the program. 5/

An example of possible new approaches is to be noted in the summer program. The introduction, in a modest but apparently successful way,of a language arts ETV broadcast program is to be judged as an effective method by which resources can be used to reach the greatest number of pupils. There is reason to suspect that it would benefit the Baltimore City Public Schools to look more to such approaches or systems of communication.

Concentrating on program development implies the necessity of continuing the development of in-service programs for teachers. The key to good instruction is the teacher. In addition to the classroom teacher the role of the resource teacher should be evaluated. It is without doubt appropriate to strengthen language arts instruction by the use of specialists, including art, music, and physical education teachers. Apparently, theprograms can be kept on target better if the operating structures can keep the contribution of special teachers and others continuously focused upon the basic objectives of the program. Some of the most effective programs seem to be those in which the classroom teacher works in cooperation with specialists in performing a coordinated educational experience of suitable breadth.

Facilities for Appropriate Learning Environment. Equal educational opportunity - achieving the goals of providing for the special needs for pupils - cannot be achieved in some of the inferior elementary school buildings. This is a matter very pertinent to the operation of the program, but just what to do about this is difficult because there is little contribution of ESEA Title I to capital outlay. It is understood that the

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5/ Hillson, Maurie. Elementary Education. New York: Free Press, 1967, p. 311, and Deutsch, op. cit., p. 256.

matter of improvement of its physical facilities is under consideration by the Baltimore City Public Schools. But this is really another one of the areas of cost which puts limits to what it is possible for the Baltimore City Public Schools to do with resources that it has from Federal, state, and local sources.

Pleasant School Experiences. In reviewing the summer program, the evaluation team raised some questions about whether or not those pupils who most needed the summer program were those selected. In the final analysis, the exemplary quality of experiences to which pupils were exposed during the summer program should be available, financial resources permitting, to all pupils. Obviously, attendance in the summer was necessarily on a voluntary basis. It is possible that those pupils who attended were already school-oriented. Many of those who most needed the experience, perhaps, did not attend. In any event, whether by Federal, local, or some combination of Federal and local resources, this is the kind of program which should be made available to all children.

In summary, the Baltimore City Public Schools have undertaken activities much like those expected of city school systems under ESEA Title I, and has performed well. The way to seek more than merely acceptable results necessitates an attack much like what is becoming known as the "systems approach." This requires detailed specification of work to be performed and how it is to be performed. It involves "built in" and continuous evaluation of all components, or "sub-systems," as a means of continuously using information to maximize outputs with appropriate inputs.

# CHAPTER VIII

## EVALUATION STAFF LIST

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## PRINCIPAL'S INTERVIEW

### Title I ESEA Schools

1. In your school, how well have the Title I objectives been specified as to what is to be accomplished?

____ Excellent ____ Good ____ Fair ____ Poor

2. How appropriate are the objectives, as specified, for your school?

____ Excellent ____ Good ____ Fair ____ Poor

3. How well has your school made progress toward the achievement of these objectives?

____ Excellent ____ Good ____ Fair ____ Poor

4. To what extent has the ESEA program enabled you to do a better job?

____ Excellent ____ Good ____ Fair ____ Poor

5. How well has the ESEA program improved the relationship of school and the home?

____ Excellent ____ Good ____ Fair ____ Poor

6. How well do you feel the program has served to improve attitudes of children toward learning and school?

____ Excellent ____ Good ____ Fair ____ Poor

7. How did you feel about the Title I program when it began?

____ Enthusiastic, ____ Positive, but not enthusiastic, ____ Slightly positive,
____ Slightly negative, ____ Strongly negative.

WHY? ____________________________________________

____________________________________________

____________________________________________

8. How do you feel about the program now?

____ Enthusiastic, ____ Positive, but not enthusiastic, ____ Slightly positive,
____ Slightly negative, ____ Strongly negative.

WHY? ____________________________________________

____________________________________________

____________________________________________

9. Were space additions, changes or adjustments made to accommodate the program?
____ Yes, ____ No.

10. If yes, what were they? When? ________________________________________

________________________________________

________________________________________

11. How do you feel about the organizational pattern of Title I at your school?

| | small classes | supplementary personnel |
|---|---|---|
| (1) Enthusiastic | | |
| (2) Positive but not enthusiastic | | |
| (3) Slightly positive | | |
| (4) Slightly negative | | |
| (5) Strongly negative | | |

12. What has been the reaction of your staff to the program?

| | all | most | half | few | none |
|---|---|---|---|---|---|
| (1) Enthusiastic | | | | | |
| (2) Positive but not enthusiastic | | | | | |
| (3) Slightly positive | | | | | |
| (4) Slightly negative | | | | | |
| (5) Strongly negative | | | | | |

WHY? ________________________________________

________________________________________

________________________________________

13. Do your staff members discuss the Title I program with you? ____ Yes, ____ No.

14. If yes: ____ Frequently, ______ Infrequently.

15. Are staff workshops, in-service training, or similar programs related to the Title I program conducted at your school? ____ Yes, ____ No.

16. If yes, what are they? ________________________________________

________________________________________

________________________________________

Who conducts them? (regular school personnel, specialists brought in from central office, outside consultants, etc.) ________________________________________

17. How many staff members participate? ____ All, ____ Most, ____ Half, ____ Few.
Are such programs compulsory? ____ Yes, ____ No.
Are they conducted during regular school hours? ____ Yes, ____ No.

18. How effective do you think they are? ____ Extremely effective, ____ Moderately effective, ____ Slightly effective, ____ Not effective.
WHY? ____________________
____________________
____________________

19. How do you think the staff members feel about such programs? ____ Satisfied and pleased with them, in general; ____ May derive a little satisfaction from them; ____ rather negative; ____ Strongly negative, or disgruntled and resentful.

20. What do you think would be the reaction of the teachers if the Title I program were withdrawn? ____________________
WHY? ____________________
____________________
____________________

21. What has been the reaction of the parents to the program?

| | all | most | half | few | none |
|---|---|---|---|---|---|
| (1) Enthusiastic | | | | | |
| (2) Positive but not enthusiastic | | | | | |
| (3) Slightly positive | | | | | |
| (4) Slightly negative | | | | | |
| (5) Strongly negative | | | | | |

22. What special programs and activities are conducted to increase the understanding, cooperation and involvement of the parents? ____________________
____________________
____________________

23. How successful do you believe these programs for parents have been? ____ Very, ____ Moderately, ____ Slightly, ____ Not at all.

24. How many parents participate in school activities? ____ Most, ____ Half, ____ Few, ____ None.

25. Have your contacts with parents increased since the Title I program went into effect? ____ Yes, ____ No.

26. If yes, to what degree? ____Substantial, ____ Moderately, ____Slightly.

27. What do you think would be the reaction of the parents if the program were withdrawn?

______________________________________________________________

______________________________________________________________

______________________________________________________________

28. Have there been changes in attitudes of pupils toward learning and school?
____ Yes, ____ No.

29. If yes, have these changes been ____ Substantial,____ Moderate, ____ Slight.

30. Are pupils' attitudes ____ Extremely positive, ____ Positive, ____ Slightly positive,
____ Slightly negative, ____ Negative, ____ Strongly negative.

31. Does it seem to you that there has been a quantitative change in discipline problems since the start of the program? ____ Yes, ____ No.

32. If yes, have the problems ____ Increased, ____ Decreased;
____ Substantially, ____ Moderately, ____ Slightly.

33. Have there been changes in the kinds of discipline problems. ____ Yes, ____ No.

34. If yes, please explain. ______________________________________

______________________________________________________________

______________________________________________________________

35. Have there been curriculum changes as a result of the program? ____ Yes, ____ No.
If yes, ____ Substantial, ____ Moderate, ____ Slight.

36. Have there been changes in methods of instruction? ____ Yes, ____ No.
If yes, ____ Substantial, ____ Moderate, ____ Slight.

37. Have special materials become available under Title I? ____ Yes, ____ No.

38. If yes, have they been adequate to fulfill the needs for which they were supplied (not general needs of the school) ____ Yes, ____ No.

39. Have additional personnel become available in your school as a result of the Title I program? ____ Yes, ____ No.

Please specify titles, fields of specialization, etc. ______________________________

______________________________________________________________

______________________________________________________________

40. If yes, have these staff members contributed to the carrying out of the Title I objectives as you understand them? ____ Yes, ____ No.

41. How do you feel that your teachers have reacted to the Title I program as offered in your school? ____ Enthusiastically, ____ Positively but not enthusiastically, ____ Slightly positively, ____ Slightly negatively, ____ Strongly negatively.

WHY? ____________________________________________

____________________________________________

____________________________________________

42. What general effect on staff morale do you think the program has had? ____________

____________________________________________

43. Please state which aspects of the program have had an effect on morale, both positive and negative. ____________________________________________

____________________________________________

44. Have there been changes in levels of achievement in Language Arts? ____ Yes, ____ No.

45. If yes, are they ____ Higher, ____ Lower.
____ Substantially, ____ Moderately, ____ Slightly.
WHY? ____________________________________________

____________________________________________

____________________________________________

46. Have there been changes in levels of achievement in Mathematics? ____ Yes, ____ No.

47. If yes, are they ____ Higher, ____ Lower.
____ Substantially, ____ Moderately, ____ Slightly.
WHY? ____________________________________________

____________________________________________

____________________________________________

48. In other academic areas ( i.e., Social Studies, Science, etc.) ____ Yes, ____ No.

49. If yes, are they ____ Higher, ____ Lower.
____ Substantially, ____ Moderately, ____ Slightly.
WHY? ____________________________________________

____________________________________________

____________________________________________

50. In other areas ( i.e., Music, Art, Speech, etc.) ____ Yes, ____ No.

51. If yes, are they ____ Higher, ____ Lower.
____ Substantially, ____ Moderately, ____ Slightly.

WHY? ____

52. What provisions are made for children of high ability? ____

53. Do you have after-school activities included in Title I program? ____ Yes, ____ No.

54. If yes, what? (who participates, who staffs, what activities, hours, etc.) ____

55. How has the program affected your job in particular? ____

56. Are there things you can do in your job in a Title I school which you could not do in a Non-Title I school? ____ Yes, ____ No.

57. If yes, what? ____

58. Are there things you can not do in your job in the Title I school which you could do in a Non-Title I school? ____ Yes, ____ No.

59. If yes, what? ____

60. To what extent do you believe you have been able to implement the ESEA concept in this school? ____ Completely, ____ Considerably, but not completely, ____ about halfway, ____ less than halfway, ____ not at all.

61. If less than complete, ask: What has hindered complete implementation? ____

2. What do you consider the most valuable aspects of the Title I program that you've implemented?

3. What have been your major disappointments in those aspects of the program you've implemented?

4. What recommendations would you suggest to improve the program?

65. Do you think the ESEA, Title I program should be ____ Continued as is, ____ Continued with modifications, ____ Expanded, ____ Expanded with modifications, ____ Abolished, ____ Undecided.

WHY?

66. Do you wish to make any additional comments or mention some aspects we may have neglected?

67. Are there features of the Title I program which you think could be practically implemented on a city-wide basis?

If not, why not?

If yes, which?

How? As now in the Title I or revised?

68. If you had been allocated the amount of money to your school by Title I to use any way you wish, how would you use it?

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## TEACHER CHECKLIST

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Name________________________School____________________Subject or Grade______

Sex: M____; F____; Year of birth____; Years experience teaching: Total____This system____

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This questionnaire is being given to you as part of an evaluation of Title I of the Elementary and Secondary Education Act of 1965, in Baltimore. The purpose is only partly that of fulfilling the requirements of that act. The major objective is to provide benchmarks for future courses of action in achieving desirable objectives for an effective educational system.

Your responses are considered highly important since (1) you are close to the learning-teaching situation so that your knowledge of needs is significant, (2) any program of educational development will have some effect on your work as a professional staff member and (3) your knowledge and interests need to be identified for your possible participation in future programs.

Nothing in the study is intended to evaluate particular individuals. Our interest is only in finding ways in which school programs may move forward to meet new needs and needs not now fully met. You may, therefore, be frank in your replies to the items in this questionnaire.

There are two sections in this checklist. Part I is devised to get from you rather specific information concerning you and your work as a part of a functioning school system. It involves your relationships with pupils, parents, administrators, fellow teachers and others. Part II investigates your opinions about the educational program of your school. If your school is one of the designated Title I, ESEA schools, there is a Part III related to the impact of Title I. Please answer all questions.

When you have completed all the questions, place this form in the envelope provided and seal it. It will then be collected with others from your school for delivery to Educational Research Services, Inc. for tabulation. Complete anonymity is assured.

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## PART I - YOU AND YOUR WORK

Instructions: Read each statement in the checklist carefully. Place a check mark to the right of the statement only if you definitely remember experiencing the described incident yourself, and during this school year. Mark only those which you remember as having raised or lowered your morale at the time they occurred. Do not mark incidents which you think would, or should, influence your attitude if they should occur, or if they reportedly happened to others.

Please work as rapidly as possible on this section of the checklist; ten minutes should be sufficient time for Part I.

1. I was not given the clerical help I need in the completion of an administrative task. ______
2. A parent blamed me for the general maladjustment of one of my pupils. ______
3. My pupils' parents responded with enthusiasm to a request requiring their cooperation. ______
4. My last salary increase was not as much as that received by less experienced teachers in our own system. ______
5. I was rendered a service by a student club which contributed favorably to my teaching effort. ______
6. My morale was improved by the quality of treatment shown me in our school cafeteria. ______
7. Added administrative assignments kept me from taking a personal break aside from that provided during a brief lunch period. ______
8. I did not receive adequate directions to complete properly a task for which I was responsible. ______
9. The pupils assigned to my classes at fall registration were from among the most desired group of children in the school. ______
10. I was not able to acquire through the board the complete group insurance protection which I needed. ______
11. A pupil's problem was solved in great part by the understanding I gained out of a successfully conducted parent conference. ______
12. I was not paid for my regular assumption of extra-curricular duty. ______
13. I failed to notice improvement in the unsavory attitude of some pupils to whom I gave special attention. ______
14. The Credit Union accommodated me when I sought its assistance in a personal problem. ______
15. A recent course of study I completed was of help in the presentation of a particular lesson. ______
16. One of my pupils addressed me in a most insulting fashion. ______
17. My presentation of an important lesson was obstructed by an unnecessary noninstructional activity. ______
18. At the beginning of this school year, I received a very satisfactory teaching schedule. ______
19. I witnessed distasteful familiarity in a boy-girl relationship within our school. ______
20. I discovered that a faculty member had unjustly criticized me in the presence of others. ______
21. A parent did not first seek my help before going to higher authority in an effort to solve a problem. ______
22. I received a very satisfactory salary increase at the last contract agreement. ______
23. The principal directly complimented the work of my pupils. ______
24. The physical limitations of my classroom prevented me from properly emphasizing certain instruction. ______
25. I learned with personal pleasure of an honor received by a fellow employee. ______
26. A visitor went out of his way to compliment the school where I am employed. ______
27. My area of instruction was discriminated against through the pupil assignment practice of the school's guidance department. ______
28. Special attention which I gave to one of my slow pupils produced almost immediate noticeable improvement in his performance. ______
29. I was unfavorably impressed with the quality of one of our faculty meetings. ______
30. My attendance at an all-day seminar was justly recognized for in-service training credit. ______

31. A member of the non-academic staff treated me discourteously. ______
32. An activity in which I am interested was not given the favorable notice it deserved. ______
33. The role of interscholastic athletics was placed in proper perspective by the recent actions of the superintendent. ______
34. The Personnel Department did not keep me adequately informed regarding a matter of personal interest. ______
35. I was assigned to teach in an area in which I did not feel fully competent. ______
36. The Department of Instruction initiated an operational change which aided my instructional effort. ______
37. The success of my service was hindered by the autocratic leadership of the principal. ______
38. As a result of recent administrative warnings regarding the legal obligations of teachers, I have lost some initiative in my work. ______
39. The principal consulted me early in the formulation of my schedule for the year. ______
40. My students' acceptance of an important unit of study was greatly restricted by the cultural characteristics of our school district. ______
41. The principal complimented my performance. ______
42. A system-wide policy prevented me from recovering salary loss for an unavoidable in-service training absence. ______
43. A former pupil expressed to me his appreciation for the understanding and skills he had acquired in my class. ______
44. An August in-service training meeting was not as purposeful as another pre-school activity I needed to perform. ______
45. The Central Office did not keep me adequately informed regarding the status of my request for a change in my salary step. ______
46. The school's guidance department gave me special assistance in the solution of a pupil's problem. ______
47. I observed a pupil effectively apply my instruction to an outside of classroom situation. ______
48. I was fully supported by my principal during a period of stress which developed with one of my pupils. ______
49. I was made to feel generally anxious by the presence of various investigating or research teams in the schools. ______
50. I learned of a former pupil's post graduate success. ______
51. The instructional supervisor failed to aid me in a matter which required assistance. ______
52. A pupil who had been a failure for others responded favorably to my guidance and instruction. ______
53. An instructional supervisor gave me special assistance at a time when I needed help with my program. ______
54. The system's policy regarding pupil discipline thwarted my effort to establish proper authority with a pupil. ______
55. The Credit Union gave me inaccurate information concerning a service I sought. ______
56. Our faculty selected me for a leadership role. ______
57. One of my superiors at the Central Office publicly addressed me with dignity and respect. ______
58. Certain instructional materials available to teachers in other schools were not made available to me. ______
59. I learned that the poor performance of one of my pupils was related to a physical handicap of which I had not been aware. ______
60. A recent in-service training meeting conducted by the Central Office contributed immediately to my professional self-improvement. ______

61. I was made more proficient by the content and professional manner in which one of our faculty meetings was conducted. ______

62. The principal assigned me an unfair amount of extra duties for the year. ______

63. My earning power as a teacher kept me from establishing needed credit with a local firm. ______

64. A deduction was taken from my salary for absence caused by personal illness. ______

65. My plans for advanced education were strengthened in learning of our sabbatical leave program. ______

66. Undue pressure was used in the solicitation of my Community Chest contribution. ______

67. I received some instructional supplies which I needed but did not expect to receive. ______

68. The principal criticized me in the presence of others. ______

69. A community agency answered my request to aid in meeting the personal needs of one of my pupils. ______

70. I learned of the continuous pay protection afforded me during a prolonged period of absence for illness. ______

71. Unnecessary administrative pressure was used in the solicitation of my professional dues. ______

72. The principal did not provide the help I needed in the solution of a discipline problem. ______

73. A member of our custodial staff extended to me a needed service which was beyond my expectations. ______

74. A secretary lightened my work by giving me special assistance with an administrative task. ______

75. I attended a program of a professional organization which resulted in a total waste of my time. ______

76. A teacher's failure to accept personal responsibility resulted in additional work for me. ______

77. An extra-curricular project conducted in our school contributed significantly to my maintenance of high interest and spirit in the pupils. ______

78. An act of pupil vandalism was performed against my personal property. ______

79. The secretary corrected me in the presence of others. ______

80. I was able to secure needed personal service from a professional organization to which I belong. ______

81. The friendliness and cooperativeness of our faculty were of assistance to me in the fulfillment of my responsibilities. ______

82. A school activity in which I was interested was not fully supported by the faculty. ______

83. A pupil came to me and commented on how much he enjoyed my instruction. ______

84. The official grading system did not allow me to fully present that which I needed to report regarding my pupils' progress. ______

85. I observed a teacher treat one of our service personnel with personal abuse. ______

86. A parent thanked me for the effectiveness of my teaching. ______

87. There was a significant improvement in our fringe benefits. ______

## PART II

## EDUCATIONAL PROGRAM

Instructions: Please blacken the appropriate circle at the right of each question.

If you have additional comments on the general educational program at your school, please feel free to note them at the end of the questionnaire.

Report your judgment of the status of the school as a whole except where the questions clearly apply to your own class. THIS IS NOT AN EVALUATION OF YOUR OWN WORK.

---

| | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| KEY: | ○ Excellent | ○ Good | ○ Fair | ○ Poor |

---

| | 1 2 3 4 |
|---|---|
| 1. In general, how well do you feel your school is adapting to changes in human knowledge and the world in which we live? | ○ ○ ○ ○ |
| 2. How well is your school adapting its program to the variations in aptitudes, abilities, and interests of pupils or students? | ○ ○ ○ ○ |
| 3. How well do you feel your school motivates pupils and students and maintains as well as stimulates interest? | ○ ○ ○ ○ |
| 4. How would you rate the general educational philosophy of your school system? | ○ ○ ○ ○ |

Listed below are some factors related to your work. Please express your feeling about each item by blackening the appropriate circle.

| | |
|---|---|
| 5. Helpfulness of the supervision you receive | ○ ○ ○ ○ |
| 6. Work space, classroom space, and other conveniences of the school building itself | ○ ○ ○ ○ |
| 7. Clerical assistance | ○ ○ ○ ○ |
| 8. Assistance in educational and psychological testing and individual pupil diagnosis | ○ ○ ○ ○ |

Listed below are some services or features. Please consider the extent and effectiveness of their use in this school by circling the number which appropriately corresponds to the scale below. If you have not observed a specific feature, or if it is not used, omit it.

(1) Used widely, and used creatively and effectively
(2) Used widely but not particularly effectively
(3) Some use creatively and effectively
(4) Some use but not particularly effective

| | |
|---|---|
| 9. Heterogenous grouping . . . . . . . . . . . . . . . . . . . . . . . . . . | ○ ○ ○ ○ |
| 10. Reduced class size . . . . . . . . . . . . . . . . . . . . . . . . . . . | ○ ○ ○ ○ |

1 2 3 4

11. Teaching assistants ○○○○

12. Audio-visual material ○○○○

13. Audio-visual teacher ○○○○

14. Special instruction in language arts ○○○○

15. Special instruction in speech ○○○○

16. Remedial reading ○○○○

17. Science specialist ○○○○

18. Library specialist ○○○○

19. Art specialist ○○○○

20. Other teaching specialists in general ○○○○

21. To what degree do you feel your school is educating for intelligent human behavior? (Blacken appropriately numbered circle.)

(1) Emphasis is upon ability to think and understand – not just to know.
(2) Although the primary objective is knowledge, this is generally imparted in a manner which encourages transfer into everyday living.
(3) Basic instruction is formal with emphasis upon factual content, and incidental opportunity to apply knowledge.
(4) Generally the educational program is subject-matter oriented, and of the assign-study-recite variety without too much emphasis upon the functioning of the instruction in human living. ○○○○

22. How do you rate your school on degree of richness of learning experiences?

(1) Excellent degree of supplementation of textbook and recitation by use of visual materials, dramatizations, group projects, etc.
(2) Fair amount of supplementary experiences and teaching aids in use.
(3) Mainly textbook or workbook supplemented occasionally by other types of learning experiences.
(4) Entirely or almost entirely limited to textbook, workbook, and some supplementary reading. ○○○○

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## PART III

## ESEA, TITLE I

If your school is participating in the Title I program, please check the following questions. Otherwise go on to the last item.

1. In your school, how well have the Title I objectives been specified as to what is to be accomplished? ○○○○

2. How appropriate are the objectives, as specified, for your school? ○○○○

3. How well has your school made progress toward the achievement of these objectives? ○○○○

| | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| 4. To what extent has the ESEA program enabled you to do a better job? . . . . . | ○ | ○ | ○ | ○ |
| 5. How well has the ESEA program improved the relationship of school and the home? . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . | ○ | ○ | ○ | ○ |
| 6. How well do you feel the program has served to improve attitudes of children toward learning and school? . . . . . . . . . . . . . . . . . . . . . . | ○ | ○ | ○ | ○ |

REMARKS: If you have any comments to make about these questions or related matters, please write them here. They will be considered in the analysis of the data.

# MY HOME AND ME

Your Name ______________________ School ______________________

Boy or Girl ______________ Age Last Birthday ______________ Grade ________

---

ANSWERS

1. How many people live in your home? Count mother, father, brothers, sisters, aunts, uncles, grandparents, and any others who live with you. Count yourself but don't count pets . . . . . . . . . . . . . . . . . . . . . . . . . . . . ________

2. How many children (under age 18) are in your family? Count yourself too . . . ________

3. Who acts as your father? Write the right number in this space . . . . . . . . . . ________

    (1) My real father, who is living at home
    (2) My real father, who is not living at home
    (3) My stepfather
    (4) A foster father
    (5) A grandfather
    (6) Another relative (like an uncle)
    (7) Another adult, not a relative
    (8) No one

4. Who acts as your mother? Write the right number in this space . . . . . . . . ________

    (1) My real mother, who is living at home
    (2) My real mother, who is not living at home
    (3) My stepmother
    (4) A foster mother
    (5) A grandmother
    (6) Another relative (like an aunt)
    (7) Another adult, not a relative
    (8) No one

FOR ALL OF THE NEXT QUESTIONS ABOUT YOUR MOTHER AND FATHER, answer for the persons you said were acting as your mother and father in questions 3 and 4.

5. How far in school did your parents go? Write the right number in the answer spaces for mother and for father.

    (0) I don't know
    (1) Attended graduate or professional school
    (2) Graduated from 4-year college
    (3) Some college but less than 4 years
    (4) Vocational or business school after high school
    (5) Graduated from high school
    (6) Some high school but did not graduate
    (7) Completed grade school
    (8) None, or some grade school

Mother. . . . . . ________

Father. . . . . . . ________

6. Does your mother have a job outside your home? Write the right number in this space . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . ______

(1) No
(2) Yes, part-time
(3) Yes, full-time

7. Did anyone at home read to you when you were small, before you started to go to school? Write the right number in this space . . . . . . . . . . . . . . . . . . ______

(0) I don't remember
(1) Every day
(2) Many times
(3) Once in a while
(4) No

8. Did you read any books during the last vacation? (Do not count magazines or comic books.) Mark an X beside the right answer.

____ No
____ Yes, 1 or 2
____ Yes, about 5
____ Yes, about 10
____ Yes, more than 10

9. On school days, how much time do you watch TV at home? Mark an X beside the best answer.

____ None
____ Very little
____ About an hour a day
____ More than an hour a day

10. About how much time do you spend each day on homework? ("Homework" means school assignments that you do at home.) Mark an X beside the best answer.

____ More than an hour a day
____ About an hour a day
____ Very little
____ None

11. How good a student are you? Write the right number in this space . . . . . . . . . ______

(1) One of the best students in my class
(2) Above the middle of my class
(3) In the middle of my class
(4) Below the middle of my class
(5) Near the bottom of my class

12. How good a student do your parents want you to be in school? Write the right number in this space . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . ______

(0) I don't know
(1) One of the best students in my class
(2) Above the middle of my class
(3) In the middle of my class
(4) Just good enough to get by

13. How far do you want to go in school? Write the right number in this space . . . . ________

(1) Beyond college
(2) Graduate from college
(3) Some college but not graduate
(4) Vocational or business school after high school
(5) Senior high school
(6) Junior high school
(7) Finish this school only

14. How often do you and your parents talk about your school work? Write the right number in this space . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . ________

(1) Just about every day
(2) Once or twice a week
(3) Occasionally, but not often
(4) Never or hardly ever

15. When you get home from school, is there a grown-up or teen-ager there? Write the right number in this space . . . . . . . . . . . . . . . . . . . . . . . . . . . ________

(1) Yes, always
(2) Yes, most of the time
(3) Yes, some of the time
(4) Not very often
(5) Usually not

16. Is a grown-up or teen-ager at home in the evening until you go to sleep? Write the right number in this space . . . . . . . . . . . . . . . . . . . . . . . . . . . ________

(1) Yes, always
(2) Yes, most of the time
(3) Yes, some of the time
(4) Not very often
(5) Usually not

17. Do you like school more or less than you used to? Write the right number in this space . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . ________

(1) More than I used to
(2) About the same
(3) Less than I used to

18. Which of the following things does your family have? Mark an X beside each one that is in your home.

____ Television set
____ Telephone
____ Record player, hi-fi, or stereo
____ Refrigerator
____ Dictionary
____ Encyclopedia
____ Automobile
____ Vacuum cleaner
____ Newspaper every day

# MY CLASS AND ME

me____________________________________ Class__________ School____________________

mples:

A. I go to school . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . [✓ YES] NO ?
B. We go to school on Saturday . . . . . . . . . . . . . . . . . . . . . . . . . . YES [✓ NO] ?

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1. Most of my classmates like me. . . . . . . . . . . . . . . . . . . . . . . . . . . YES NO ?
2. I like most of my classmates . . . . . . . . . . . . . . . . . . . . . . . . . . . YES NO ?
3. It is hard to make real friends in this class . . . . . . . . . . . . . . . . YES NO ?
4. Almost everyone in this class wants to work hard . . . . . . . . . . . . . YES NO ?
5. The children in this class are happy and pleased when you do something for them . YES NO ?
6. Many children in this class are not fair . . . . . . . . . . . . . . . . . . . YES NO ?
7. We need a better classroom to do our best work. . . . . . . . . . . . . . YES NO ?
8. Nearly everyone minds his or her own business . . . . . . . . . . . . . . YES NO ?
9. You can really have a good time in this class . . . . . . . . . . . . . . YES NO ?
10. This would be a good class if it weren't for one or two children . . . . . . . . . . . YES NO ?
11. Everyone tries to keep the classroom looking nice . . . . . . . . . . . . YES NO ?
12. We don't have a lot of the things we need to do our best work . . . . . . . . . . . YES NO ?
13. The children in this class are pretty mean . . . . . . . . . . . . . . . . . YES NO ?
14. A lot of children in this class don't like to do things together . . . . . . . . . . . . YES NO ?
15. Everyone gets a chance to show what he or she can do . . . . . . . . . . YES NO ?
16. Nearly everyone in this class is polite. . . . . . . . . . . . . . . . . . . YES NO ?
17. I don't feel as if I belong in this class . . . . . . . . . . . . . . . . . . YES NO ?
18. Most of the children in this class do not want to try anything new . . . . . . . . . . . YES NO ?
19. Nearly everyone in this class can do a good job if he or she tries . . . . . . . . . . YES NO ?
20. A lot of the children look down on others in the class . . . . . . . . . . . . YES NO ?
21. You can trust almost everyone in this class . . . . . . . . . . . . . . . . YES NO ?
22. We do a lot of interesting things in this class . . . . . . . . . . . . . . YES NO ?
23. If I could change, I would be someone different from myself . . . . . . . . . . . . YES NO ?
24. I can do many things well. . . . . . . . . . . . . . . . . . . . . . . . . . . . YES NO ?
25. I would go to another school rather than this one if I could . . . . . . . . . . . YES NO ?
26. I like school most of the time . . . . . . . . . . . . . . . . . . . . . . . . YES NO ?
27. Sometimes I just can't learn . . . . . . . . . . . . . . . . . . . . . . . . . YES NO ?
28. People like me don't have much chance to be successful in life . . . . . . . . . . . YES NO ?
29. I have good health most of the time. . . . . . . . . . . . . . . . . . . . . . YES NO ?

7/68

Educational Research Services, Inc.

# BALTIMORE PRINCIPAL'S INTERVIEW SCHEDULE

Name ______________________ Sex: M____ F____ Year of birth______
Summer School No. ______________________ Grade__________ Class size________

---

1. School assignment and position in past year
   ____Regular elementary school teacher
   ____Elementary school principal
   ____Elementary special teacher or counselor

2. Number of years of experience as a full-time elementary school teacher?____
   Principal?____ Other?____

3. College courses in reading and/or language arts

| | Undergraduate semester hours | Graduate semester hours |
|---|---|---|
| Fundamentals of Reading | ____ | ____ |
| Language Arts (including Reading) | ____ | ____ |
| Language Arts (excluding Reading) | ____ | ____ |
| Remedial Reading and/or Diagnosis of Reading Difficulties | ____ | ____ |
| Speech Education | ____ | ____ |
| Others ______________________ | ____ | ____ |
| ______________________ | ____ | ____ |

4. College Degree: (Check) Bachelor's____ Master's____ Doctorate____
   Advanced degree with a major in reading? Yes____ No____

5. Who was on the committee that planned the summer program for this school? Give job titles.______________________________________________
   ______________________________________________

6. How were pupils selected for summer school?______________________
   ______________________________________________
   ______________________________________________
   ______________________________________________

7. What, if any, school-wide testing was conducted during the first weeks? __________
   ______________________________________________
   ______________________________________________

8. What, if any, special or unusual programs, approaches, systems, and/or materials are in use in your school? If any of those that are listed are not school-wide, please indicate the teacher or teachers involved. ______________________
   ______________________________________________
   ______________________________________________
   ______________________________________________
   ______________________________________________

9. Which of the following personnel were available to you? In the space provided, indicate the number of such persons. (Use an appropriate fraction to indicate part-time.)
____Medical personnel
____Social worker
____Counselor
____Aide
____Volunteer
____Art teacher
____Music teacher
____Physical Education teacher
____Others (specify) ____________________

10. What type of service or assistance was needed but not available? ____________________

11. What, if any, materials and/or equipment were needed but not available? ____________________

12. In general, do you consider the summer program worthwhile? ____Very much; ____Somewhat; ____Very little; ____None

13. What, in your judgment, are the significant outcomes or accomplishments of the summer program? ____________________

14. In your experience, what are the gaps or shortcomings of the summer program, if any?

15. Additional comments: ____________________

7/68

Educational Research Services, Inc.

## SUMMER 1968 – TEACHER EVALUATION REPORT

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Name ____________________ School No. ________ Grade ______

Sex: M ____ F ____ Year of birth ____________ Number of pupils in your class ______

Assignment past school year: School No. __________ Grade ______

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Instructions: As you undoubtedly know, evaluation is a required aspect of the Title I, ESEA program. Evaluation of the Elementary Basic Skills program for the summer of 1968 will consist of interviews of a sample of pupils, observations in a sample of schools, interviews with selected staff, and questionnaires to a sample of teachers.

You have been selected by a strictly random process as one of the teachers to answer our questionnaire. We are depending on you and others chosen by this sample method to give us the best picture possible of the program as seen by those most intimately associated with it.

You will see that we need to consider some aspects of your professional background as a teacher, some of the specific activities in which you were engaged as a teacher in the summer program, and your assessment of its value to you as a teacher and to your pupils.

---

### Part I – PROFESSIONAL BACKGROUND

1. Years experience as a full-time elementary teacher (do not count substitute teaching). ______
2. For which of the following courses (or their equivalent) in reading and/or language arts have you received undergraduate or graduate credit? (Check):

   ____ Fundamentals of Reading
   ____ Language Arts (including reading)
   ____ Language Arts (not including reading)
   ____ Remedial Reading and/or Diagnosis
   ____ Speech Education
   ____ Other (specify): ______________________________
   ______________________________________________

3. What is the total number of semester hours of credit you have in such reading and/or language arts courses? __________
4. Do you have a college degree with a major in reading? (Check One) ____Yes; ____No
5. Check the item below which is closest to your level of professional training.

   ____ Bachelor's degree
   ____ Bachelor's plus 30 semester hours graduate
   ____ Master's degree
   ____ Doctor's degree

6. How would you rate your ability to develop language skills in children? (Check One):

   ____ Excellent ____ Fair
   ____ Good ____ Poor

7. What best describes your assignment during the regular school year? (Check One):

   ____ Regular classroom teacher
   ____ Special reading teacher
   ____ Other (specify): ______________________________
   ______________________________________________

## Part II - YOUR WORK IN THE PROGRAM THIS SUMMER

1. How many minutes daily has your class been scheduled this summer for

   Daily reading period? _____ Daily language arts period? _____

2. How many minutes per week, on the average, have your pupils been in the library this summer? _____

3. What pupil information was made available to you during the first week of school this summer?

   _____ Reading levels
   _____ Physical defects
   _____ Verbal ability
   _____ I.Q. scores

4. Did you conduct any testing in reading for your class during the first week of school this summer? (Please check):

   _____ Survey test to determine reading grade levels
   _____ Diagnostic test or inventory to determine specific strength and weaknesses
   _____ No systematic testing

5. What is the range in reading grade levels in your class?

   Lowest grade level................_____
   Highest grade level................_____

6. Are you using special approaches, methods or materials for the following purposes? (Please check "Yes" or "No")

   a. Improving reading: _____Yes; _____No
   b. Improving written expression, spelling and handwriting: _____Yes; _____No
   c. Improving oral expression: _____Yes; _____No
   d. Improving listening ability: _____Yes; _____No

7. If yes to any of the items in 6 above, please list such special approaches, methods or materials below and underscore those which are new to you this summer or which otherwise you would consider an innovation for your school or your pupils.

   ____________________
   ____________________
   ____________________
   ____________________
   ____________________

8. As specifically as you can, please indicate how you plan to make a final evaluation of pupil progress? ____________________

   ____________________
   ____________________
   ____________________

9. How many times a week does your class listen to television? (If none, check "None")

   The "Searching for a Star" program ............._____
   Other ........................................._____
   None .........................................._____

10. If you do use Television in your class, as noted above, what is your judgment of its value?

    _____ Excellent
    _____ Good
    _____ Fair
    _____ Poor

127

11. How is each of the following subjects being handled in your class this summer? (Check):

| | | | |
|---|---|---|---|
| Art: | ___Not taught; | ___Special teacher; | ___Myself |
| Music: | ___Not taught; | ___Special teacher; | ___Myself |
| Physical education: | ___Not taught; | ___Special teacher; | ___Myself |

12. Are art, music and physical education being taught as modes of expression and as general enrichment to the language objectives in your class? (Check):

| | | |
|---|---|---|
| Art: | ___Yes; | ___No |
| Music: | ___Yes; | ___No |
| Physical education: | ___Yes; | ___No |

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## Part III - YOUR JUDGMENT AS TO ITS VALUE

1. Please list what you consider to be the best features of the summer program. ____________

____________________________________________

____________________________________________

____________________________________________

____________________________________________

2. What do you consider to be important lacks or shortcomings of the program. ____________

____________________________________________

____________________________________________

____________________________________________

____________________________________________

3. Did you receive special instructional materials? ___Yes; ___No

4. If yes, were the special instructional materials effective and adequate? ___Yes; ___No

5. Did you have adequate assistance through services of special personnel? ___Yes; ___No

6. From the standpoint of preparing you for the summer program, how effective were the four orientation sessions held in May and June at Western Senior High School? (Check One)

____ Very useful
____ Useful
____ Of some value
____ Of little value
____ Of no value

7. In your judgment, do you feel that the pupils selected to attend your class were those most in need of the summer program? (Check One) ___Yes; ___No; ___Uncertain

8. In general, would you say that your participation in the summer program has been a worthwhile experience for you professionally? ___Yes; ___No

9. How well has the summer program improved the relationship of school and the home? (Check One)

___Very well; ___Fairly well; ___Somewhat; ___Very little or none

10. How well do you feel the program has served to improve attitudes of children toward learning and school? (Check One)

___Very well; ___Fairly well; ___Somewhat; ___Very little or none

7/68

Educational Research Services, Inc.

## BALTIMORE SUMMER PUPIL INTERVIEW SCHEDULE

Name ______________________________________ No. ____________________

School ________________________________ Grade ______ Section ____________

I am ____________________, and I am working for the School Board to find out some things about you and your school this summer. We are going to talk only to some of the pupils to find out what they think about the summer school. You are one of the few who have been chosen to tell us what you can about it. Your answers and the answers of the other pupils are to be put together in a report.

1. What are some of the things you do after school?
____play
____movies
____television
____work
____read
____help at home
____go to park (playground)
____other ____________________
____________________________

2. What would you rather do, ____________, go to school or stay home during the summer?
____school
____home
____don't know

3. Why are you going to school this summer? (Any other reasons?)
____teacher told me to
____parents told me
____I wanted to
____friends are going
____other ____________________________________________
____________________________________________________
____nothing else to do
____behind in my work and need it
____don't know

4. What do you like about going to summer school?
____teacher
____building
____different pupils
____new friends
____no afternoon school
____snack break
____not crowded (class size)
____art
____music
____cultural enrichment (museums, etc.)
____physical education

5. What about summer school do you not like? ______________________________
____________________________________________________

6. What are you doing in summer school that you didn't do before in school? __________
____________________________________________________
____________________________________________________

7. Do you think you are doing better in school this summer than you were doing before?

____yes
____no
____undecided
Why? ____________________________________________

8. What grade were you in last month before the regular school term closed?

____promoted
____not promoted

9. How far do you want to go in school?

____beyond college
____graduate from college
____some college but not graduate
____vocational or business school after high school
____senior high school
____junior high school
____finish this school only

10. What does your father do?

____father not home (don't know)
____father home - don't know
____professional
____managerial
____technical
____skilled
____unskilled
____unemployed

11. What does your mother do?

____mother not home (don't know)
____mother home - don't know
____professional
____managerial
____technical
____skilled
____unskilled
____housewife

June 1968

# Educational Research Services, Inc.

## ESEA, Title I Sample Transcription Sheet

TAPE HERE

Class Size (18) (19)

**Intelligence Test**

MA or raw score (20) — (22)

IQ (23) — (25)

Reading Ave. (26) — (28)

Arith. Ave. (29) — (31)

My Home & Me (32) (33)

My Class & Me (34) (35)

**Teacher**

Year of birth (36) (37)

Years exp. (38) (39)

Morale ratio (40) (41)

School program (42) (43)

Services (44) (45)

ESEA (46) (47)